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ABSTRACT

The Teachers Network created The Teachers Voice Initiative to bring teachers together and empower them to create their vision of the future of education. This book presents the perspectives of participating teachers, who report on their experiences as agents of change and designers of curriculum. Papers include: "Teacher Leadership for Creating Innovative Schools" (Linda Darling-Hammond); "Where Does Change Begin? Change Starts in the Classroom, Reform Begins with the Classroom Teacher" (Joyce Kent); "What Happens When Teachers Open Their Classroom Doors and Let the World In? Learning Will Never Be the Same" (Nancy Powell); "Weekend Writer's Briefcase" (Lynn Cherkasky-Davis); "How Teachers Are Forming Teams To Create Change" (Alfred T. Ludwig); "Is Anybody Listening?" (Priscilla Franks and Mary McGirr); "BEST [Building an Educational Support Team] Reform" (Patricia McHugh); "Envisioning the Future...A Process for Change" (Carol M. Bantz); "The School-Based Management Team" (Deanne Delehanty); "Account of a School in the Throes of Restructuring" (Joyce Kent); "Middle School Reform: The DeVeaux Plan" (Mary R. Zaye); "Reaching Out to the Community" (Doris Griffin); "Koffee Klatches" (Robert Liftig and Raymond Pace); "The Galileo Family Project" (Charles Hibbard and others); "Beginnings, A Homegrown Recipe for Creating a School-within-a-School at Chapel Hill High School" (Judith D. Jones); "Teacher-Designed Schools" (Lynn Cherkasky-Davis); "Charter Schools: Innovations in Educational Reform" (Todd Ullah); and "Assessing Our Reform Efforts" (Leslie Tarbet). Four case studies are presented. Team Teaching at the Walt Disney School (Chicago, Illinois), by Lynette Hill; Santa Ynez Valley Union High School (California), by Jon Snyder;, Lompoc Valley Middle School Challenger Program (California), by Marianne D'Emidio-Caston; and The Foundation School housed within the Florence B. Price Elementary School in Chicago (Illinois), by Lynette Hill. A bibliography of 30 school change resources and a list of 22 organizations and networks supporting school change are provided. (JDD)

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How Teachers Are Changing Schools

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This book has been written by teachers who are leaders in transforming our nation's schools.

They share what they have learned about:

Change in Schools

Teacher-Designed Curricula

Models of Team Teaching

New Ideas for School Governance

Creating a Vision for Their Schools

Restructuring

Improving Community/School Relationships

Schools-Within-Schools

Teacher-Designed Schools

You will have:
An opportunity to join this network!

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How Teachers Are Changing Schools
FIRST EDITION

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Table of Contents

4	Introduction
5	A Note from the Editors
7	Teacher Leadership
12	Where Does Change Begin?
24	Building Teams
36	Creating a Vision
48	School-Based Management
52	School Restructuring
59	The Community
66	Schools-Within-Schools
85	Teacher-Designed Schools
94	An Open Invitation
95	Appendix 1: Assessing Our Reform Efforts
96	Appendix 2: Bibliography of School Change Resources
100	What is IMPACT II?
Inside back cover	For more IMPACT II Information

Introduction

Ellen Dempsey
President, IMPACT II–The Teachers Network

As you will soon discover, the teachers who have written this book are dedicated, creative, and truly love teaching. They are risk-takers who are not afraid to shake things up with their ideas and projects. That they are an inspiration to many of their colleagues and students is a given; sometimes they are also a threat to those who are fearful of change. The 27 teachers represented here are leaders having a direct and positive effect on the future of education and our country as a whole.

However, a 1993 survey by the Ford Foundation of teachers' attitudes revealed that more than half of America's teachers feel that they are the objects, the "targets" of reform, and only a little over a third feel they are the "agents" of reform. How do we increase the percentage of teachers who feel they are contributing to reform efforts?

A study directed by Milbrey McLaughlin and Joan Talbert at Stanford University in 1993 found that professional communities offer "the most effective unit of intervention and powerful opportunity for reform."

In 1989, we expanded the mission of our professional community—The Teachers Network—by creating The Teachers Voice Initiative. In response to the lack of a teacher's voice in our national dialogue on school reform, we began to bring teachers together and empowered them to create their vision of the future of education. Through our network, composed of more than 25,000 teachers across the country, we are identifying, supporting, documenting and disseminating information about successful school change projects.

We plan this book to be the first in a series on how teachers are changing schools. Our challenge is to reorient how most teachers are experiencing school reform. More teachers need to become agents, not targets, of reform. Here's an opportunity to learn from colleagues reporting on their experiences as agents of change, to be inspired by them, and to take an idea and go creative!

A Note from the Editors

Ellen Meyers and Paul McIssac

The teachers whose work is documented in this book come from across America. They teach all kinds of children, from K to 12, in small towns, as well as in large cities. But they have one thing in common. As educator Deborah Meier puts it, "They have become designers and not just implementors of curriculum."

Teacher leaders are re-thinking and re-designing all aspects of the teaching and learning environment, from how they work with students, administrators, and parents, to their very conception of what it means to be a teacher.

We begin with an overview of teacher leadership by Linda Darling-Hammond, the co-director of NCREST (National Center for Restructuring Education, Schools, and Teaching), who redefines teacher leadership and gives an exciting context for understanding what it takes for teachers to transform schools.

The next section begins with Joyce Kent from Santa Barbara, California, representing the voice of the individual teacher, who reminds us that change begins in the classroom. Specific examples of how other teachers are becoming designers of curriculum include accounts by Rose Reissman from New York City; Nancy Powell from Bloomington, Illinois; and Lynn Cherkasky-Davis from Chicago.

We move from teachers working as individuals to teachers becoming members of teams. Al Ludwig in Colorado Springs, began as an individual curriculum innovator because he was dissatisfied with the way math was being taught. He knew he had to join with colleagues in order to disseminate and expand his work. In Chicago, as one of eight members of a team teaching 200 students, Marcey Regan saw an opportunity to design interdisciplinary learning. For others, like Mary McGirr and Phyllis Franks from McLean, Virginia, an inspired administrator encouraged the formation of in-school teams.

What happens when you step out of your classroom is the subject of our next section. You are invariably faced with the "big," hard questions: What is the philosophy of my school? What do we mean by a well-educated person? What is the future of education? The search for answers to these questions has led teachers to join with parents and administrators to create a vision for their schools and districts, a process conceived and initiated by IMPACT II—The Teachers Network.

IMPACT II asked NCREST to conduct case studies on the following four programs in order to assess the value of the work teachers have undertaken to improve their schools: team teaching at the Walt Disney School in Chicago (p. 27); the Santa Ynez Valley Union High School in Santa Barbara County (p. 41); the Challenger Program in Santa Barbara County (p. 69); and The Foundations School in Chicago (p. 88). We are pleased to report their findings.

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To have a vision means to create new ways of thinking about governance, restructuring, and the relationship between the school and the community. An update on school-based management by Deanne Delehanty of Rochester, NY, provides an overview on how schools are being restructured and how roles are changing. Teachers like Doris Griffin of Ramsey, NJ, report on projects they have designed that successfully integrate the school into the community. All of these exemplify how teachers are developing professionally and building supportive networks.

Finally, we hear from teachers whose vision calls for creating a new school within their school or an autonomous teacher-led public school. Some of these projects are up and running like Wynn Clevenger's and Rosemary Cabe's Challenger Program in Santa Barbara County, California; and Lynn Cherkasky-Davis' Foundations School in Chicago, Illinois. This is an opportunity to learn from their successes as well as their "failures."

We end this book by asking: Where do we go next? What are the obstacles? How do we assess our work? We have included a resource directory which we hope you will find useful.

For the next volume in this series, we want to hear from you. On page 94, you will find an invitation to use as your guide. We would like to know how you are changing your school. All materials will be reviewed and responded to as promptly as possible. Your experiences can inspire and guide others. Now, along with everything else you're doing, we want you to take the time to write about it, too!

Joan Powers

We asked DEBORAH MEIER, co-director of the Central Park East Secondary School in New York City, and recipient of the John D. and Catherine T. MacArthur Award in the spring of 1987 for excellence in education, "How does one look at a school to see what changes and reforms are needed?" She replied, "Just ask teachers the following questions:

'Are you and the other teachers in your school decision-makers?'

'Do you talk about education, curricula, and governance in your school?'

'Do you spend time in each other's rooms, and do others visit your classroom?'

'Are you part of a responsible learning community, or do you get by just by being caring?'

'Are you knowledgeable about your profession, or just your subject?'

'Do you document your work, assess it, revise it, share and critique with your colleagues?'

'Are you a designer, or just an implementor of other people's curricula in your classroom, and if you are innovative in your classroom, are you willing to open your door to the rest of the school and the community?'"

We then asked Ms. Meier how she thought most teachers would answer her questions.

"It is my experience that most teachers are rarely given the opportunity to act like well-educated people. Ask yourself, what kind of lesson is this to offer kids? I believe that it is our professional responsibility to make sure that we model what it means to be effective, well-educated adults acting in this world. That is where reform begins."

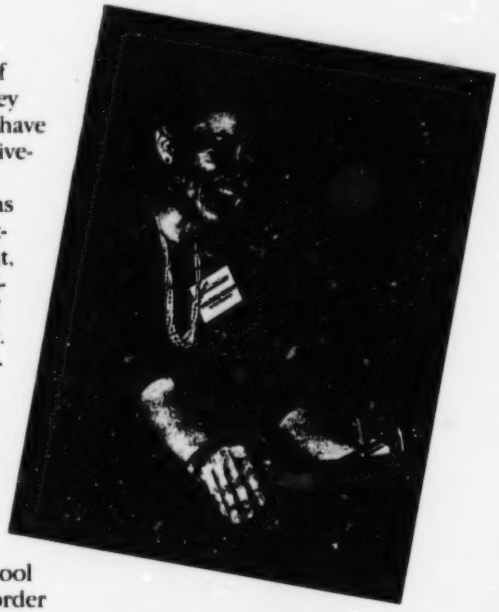
Teacher Leadership for Creating Innovative Schools

by Linda Darling-Hammond

Goals for School Restructuring

There are three major themes of school reform that will propel the school restructuring agenda for the next decade or so. The first is the theme of creating *learner-centered schools* that are more personalized, more focused on learners' needs, rather than on standardized procedures; schools that are more flexible in how they approach different learning styles. In other words, schools that are less bureaucratized and fragmented. This means allowing teachers and others within the schools to take on the task of organizing themselves to work with students in ways that will be as effective as possible in addressing the whole child and in looking at learning holistically, rather than fitting their students and their teaching into fragmented structures which generally do not allow them to work with students for more than one year or, in high schools, for more than 40-minute segments in the day.

The second theme is teacher professionalism, the most important prerequisite for creating *knowledge-based schools*. These will be schools that are organized to build on what is known about teaching, learning, curriculum, and human development—schools that are developmentally appropriate and cognizant of how children learn, as well as how different teaching strategies can address their needs. These will be schools that are built with a strong, well-prepared, and carefully inducted profession of teachers at the foundation. They will be schools where teachers have the opportunity to work intensively with each other—planning, team teaching, making decisions about school design, collaborating on curriculum development, and conducting ongoing assessment throughout the course of the day, the week, and the year.



Third is the theme of creating schools that can be genuinely accountable to and for students, that are *responsible and responsive* to the children, families, and communities they serve. These schools will employ more useful forms of student and school assessment focused on higher order thinking and performance skills, rather than rote, and practice drills. They will also put into practice more authentic means of achieving accountability than simply collecting statistics and reporting them. Genuinely accountable schools will engage in continual inquiry about practice; ongoing assessment by teachers about how students are growing, learning, and performing; and two-way communication and feedback from all of the members of the school community.

The effort to create learner-centered schools requires changing the nature of school reform efforts. Rather than trying to make our bureaucratic system work harder by enacting more mandates, as legislatures did throughout the 1970s and 80s, the challenge is to start by focusing on learners and mapping back from their needs to figure out what structures will allow them to engage in meaningful, well-supported learning. Among other things, this may mean rearranging schedules to allow more time for in-depth and cross-disciplinary learning, for more challenging forms of hands-on work, for greater opportunities for team teaching and team planning.

These new goals for schooling require a shift in our approach to school reform from one which pursues top-down, standardized solutions to one that acknowledges the need for local energy, ideas, and flexibility; from efforts to improve schools by creating better regulations to initiatives that support and invest in better teaching.

Over the course of the 1970s and 80s, we learned that teacher-proofing as a strategy for improving education is fundamentally flawed, because it assumes that children all learn in the same way at the same rate under the same circumstances and that one can prescribe a package ahead of time that will work for all students. As we all know, students are unique and definitely nonstandardized. As a consequence, standardized teaching or standardized practice is essentially malpractice, because the most effective teaching has to address itself to the individual learning needs, styles, ideas, cultures, experiences, and interests of the children with whom we work.

The kinds of changes society wants and schools need cannot be mandated. They can only be accomplished by investing in teachers' knowledge and their capacity to make responsible judgments in the complex work of teaching and in the work of transforming schools.

That is one reason why, in the long run, improving schools is going to depend on transforming teaching into a full profession, just as occupations like medicine, architecture, law, engineering, and others have done over the course of the century. We will not get knowledge-based and child-centered schools in which teachers can adapt their teaching to the needs of all children by enacting alternate forms of teacher certification that bring teachers into the occupation with only a few weeks of preparation and little knowledge of what students need and how they learn.

We will get better schools by investing in enhanced teacher preparation programs and more meaningful licensing and certification processes; in selection practices which enable teachers to select their peers based on their expertise and commitment; in evaluation practices that enable teachers to engage in peer coaching and peer support; in mentoring programs that allow expert veterans to take responsibility for inducting new entrants into the profession and ensuring that those who receive tenure are those who should be in the teaching profession. When these professionalizing policies are enacted on a wide scale and teachers begin to make decisions about how schools should operate to best serve the needs of students, we will then have the kinds of schools for the 21st century that can realize the goals of the restructuring movement.

The National Center on Organization and Restructuring of Schools at the University of Wisconsin lists six of these major goals (***Issues in Restructuring Schools***, Fall 1991). One is *authentic student achievement*, meaning the kinds of student work which engage students themselves in investigation, design, construction, inquiry, invention, and the creation of new solutions. These kinds of achievements can be evaluated through portfolios of student work, extended projects, and complex performance tasks, rather than multiple choice tests or the retrieval of discrete pieces of information.

A second goal is *equity*. Achieving this goal will require creating schools in which all students—students of diverse backgrounds, interests, cultural experience, and family situations—have equal opportunity to learn because the school respects their experiences and potentials and teaches to their multiple intelligences and multiple strengths. These schools will provide a rich and challenging curriculum to all, taught in ways that acknowledge the multiple approaches to learning and ways of knowing which characterize diverse learners, and relies upon multiple modes of performance and assessment.

A third goal is *empowerment*. Research on organizational productivity in many contexts, including business, industry, and government, has indicated the need to decentralize decision-making. The assumption that the best decisions are made by the people who have to implement and live with them has proven true in businesses that have restructured. The empowerment of teachers (and other members of local school communities in school-based management initiatives) draws on what has been learned about the effectiveness of quality work circles, total quality management techniques, and other strategies which invest the power to identify, frame, and solve problems in the people who are closest to the work.

The fourth goal is the creation of *communities of learning*. There is a felt need throughout this society and in governments around the world to transform impersonal, fragmented, bureaucratic organizations into organizations where participants share goals and activities through collaborative work that involves stable, personalized contact over the long term. In communities of learning, all students and teachers feel included as participants in the school. Teachers and students relate to one another in less specialized roles and more as whole persons. They participate and take responsibility for the collective life of the school and can count upon one another for help in meeting both individual and group needs.

When I was a high school English teacher, I learned how difficult it was to build communities of learning in traditional secondary school organizations. I struggled with the realities of the school structure. Like my colleagues, because I taught 150 students daily, marching through my class in groups of 30 at a time, I found I could not be responsible to each of those students in the way I wished to be. I could be responsible for teaching tenth-grade English—that is, covering the subject—but not for reaching every student in a personal and individual way. Even as I saw the needs many of those students brought, I could not address them effectively. I yearned for an option that would allow me to work with the same group of students for two or three years, for example, so that I could come to know them and their needs and their families well, or to work with smaller groups of students in an interdisciplinary fashion for longer periods of the day. Without those

kinds of changes in school structure, I knew I could not be fully responsible to the needs of students as individuals.

The restructuring that is going on in many schools today will transform the ways we put adults and children together in schools to create communities of learning. We will increasingly invent schools in which teachers can work with students over periods of time to create those relationships and connections that can overcome the alienation that otherwise can exist in schools and overwhelm many teachers and students.

The fifth goal is to invent ways to engage in *reflective dialogue*. One of the things we are beginning to learn about student and adult learning, about teaching and social change, is that belief systems cannot be changed by unilateral impositions or by the simple replacement of an old belief with a new belief. That approach is completely ineffective in transforming peoples' beliefs or behaviors. Instead, beliefs change through dialogue that stimulates open and nonthreatening questions and through opportunities to test assumptions by exposure to new experiences. The failure of many curriculum reforms can be explained by their neglect of this point. Typically, curriculum packages were developed in isolation for teachers who were then expected to simply implement them. In short, mandates, regulations, and materials are not enough. We will transform schools as we create opportunities to enrich dialogue within them.

The final area for change is *accountability*. The accountability theme, as it is now being discussed in many states and localities, represents a shift in thinking about how to enhance the quality of education. There is currently a widely discussed idea that we ought to switch from regulating the process of education to an approach which sets clearer goals for outcomes and then invents more effective ways to achieve those outcomes. As this theme and ways of implementing it are debated and tried in the years to come, it will be incredibly important for teachers to engage in these accountability debates and arguments, to define and redefine what genuine accountability for student learning means.

Teachers must articulate what conditions are necessary to create a school where no student can fall through the cracks—what the requirements are for creating and sustaining personalized and learner-centered schools. Teachers must be at the forefront of discussions about what it means to value and evaluate authentic student achievement, achievement that represents meaningful and active learning on the part of the students. Educators must be involved in setting that agenda, or that agenda will be poorly set. It will devolve into mechanistic approaches that rely on batches of numbers and statistics, an array of measurements of things that ultimately fail to get to the heart of what it means to help a child learn or to create a good school.

The Tasks of Teacher-Leaders

Changes in practice, changes in policy, and changes in the profession are the three roads to take toward the 21st century. Teachers and other educators are already working on these changes.

A vision of change in all three of these areas, produced by a group of IMPACT II teachers, displays one view of the future and is described in ***The Teachers' Vision of the Future of Education: A Challenge to the Nation***, IMPACT II, New York, New York.

More than 20 but less than 100 years from now, the "schools" we see are no longer isolated schools but rather campus-style community learning centers, with sport centers, libraries, medical and social support systems, laboratories for inquiry-based research, animal habitats, green houses that provide produce for the food systems plaza.

All classrooms are arranged for collaborative cooperative schoolwork. Adults explore new career options as they help to teach the youth. Older people share their wisdom as they continue to learn. Groups of all ages discuss ideas, problems and community issues. The goal is to be lifelong learners and teachers in a community that honors education.

Students carry on significant investigative work with the help of teachers, community workers, artists, city planners, and business people. They make decisions to solve problems; they answer meaningful questions that impact on themselves, their peers, and their community. They integrate learning experiences that cut across formerly discrete and often isolated disciplines in a learning center that is truly interdisciplinary.

Teachers design and implement large group instruction but they also spend a large part of the day guiding students' learning projects, meeting with students in small groups, and collaborating with other professionals in support of students; moving toward a completion of mutually agreed upon, meaningful learning goals.

A new type of structure for teachers' work is beginning to exist in American schools as it has for many years in some Asian and European countries. In such schools, teachers are engaged in working with large groups of students for only about a third of the work week (15 out of 40-45 hours). For the remainder of the time, they work with other teachers on curriculum planning and developing assessments for students. They also meet with parents, individual students, and small groups of students. This kind of organization requires rethinking the way we use professional staff in schools. It requires moving away from a system in which one out of every two educational dollars is spent outside of the classroom on a variety of specialists and offices that inspect, report on, and monitor, rather than perform teaching work. It requires bringing those

resources that currently sit in offices outside the classroom into the classroom, so that teaching work can be structured around the learning of teachers and students together.

The assessment of student work is carried out by the community of learners based on the student's mastery of specific skills necessary to taking one's place in the world. Both students and teachers evaluate the work the student has generated. The peer group, as well, plays a key role in offering feedback to other students whose work they have shared and advised in its various stages. Businesses are engaged in offering classes in financial and career planning, accepting student interns, endowing classroom labs, paying for "chairs" for educators, allowing time for parent-employees to work with students in classrooms and meet with their teachers, and providing day care for children in the community.

Professional teachers will have a comprehensive education for their multiple roles, including:

Knowledge of child development, learning theory, teaching modalities and curriculum development, and new areas of study focusing on family and community, leadership theory, problem-solving and conflict resolution, and teacher evaluation.

Graduate schools of education are located within the public school setting, allowing for collaboration and learning among new teachers, experienced educators, and school-based professors.

At the school level, decisions regarding staffing are made by teachers who will also hire personnel to carry out administrative functions. The primary challenge in our future will be to design positions that will directly support the learning process.

Teachers will develop new, more authentic, meaningful ways to assess their own performance, using tools such as portfolios and peer coaching, as well as the performance of their students, so that the public will know that its investment is paying off.

This work is not easy. Teacher leadership violates old norms and conventions among administrators and frequently among teachers themselves. Moving from the isolation of the classroom to public discussion and activity focused on changing student learning opportunities is a big step that does not happen without tremendous effort. It requires a great deal of individual and organizational change—and change does not happen without learning.

Quite often what appears to be resistance to change is actually lack of experience and understanding. Students learn by expanding their experience and their view of possibilities. In the same way we, as teachers, can promote learning within our schools by collecting data and envisioning new possibilities. We can start by asking, "How do students experience this school?" "What is possible?" "How can we build new practices?" If we want our colleagues to join us, we have to help them expand their experiences, and together we can expand the possibilities for schools in which we participate in a continual study of learning. We have to begin to envision schools not as the *targets* of change, as much policy-making has done in the past, but rather as *centers of change*.

Structuring shared decision-making and school reform is another area you will likely find yourself involved in, if you are not already. Across the country, schools are being asked to engage in site-based management and shared decision-making, along with trying a variety of approaches for school self-assessment and needs assessment. As leadership is exercised in these areas, the key is to start with questions rather than solutions, to stimulate inquiry rather than seek predetermined answers. Teachers might start, for example, with questions such as, "How do we currently accommodate differences in student learning?" "Why do we use the instructional practices that we do?" "What suggests that our practices are or are not effective and in what ways?" "What other instructional practices are possible?" And, when certain ideas present themselves, "What can we learn and know about practices, and to what extent are they adaptable?" (These questions are drawn from Kenneth A. Sirotnik and Richard W. Clark, "School-Centered Decision Making and Renewal," ***Phi Delta Kappan,*** May 1988, pp. 660-664.)

One of the things we have learned in looking at change processes is that knowledge is very personal. What each person knows is determined by that person's experience. The task of stimulating and supporting change means that we must allow people to start from where they are and to expand into new ways of thinking and doing.

The Progressive Education Association in the 1930s created a group of experimental schools, including 30 high schools from which 300 colleges and universities agreed to accept students, based not on their grade point averages or Carnegie units but on the student's own products and teacher recommendations. Among them were all of the land grant universities in the country, as well as Ivy League universities like Harvard, Princeton, and Yale. At the end of eight years, after the researchers had followed nearly 3,000 students into the colleges, they found, using a wide array of assessment measures, that students from experimental schools outperformed those from traditional schools in almost all respects, ranging from academic performance to social responsibility, health and fitness, to the ability to exercise leadership.

When the experimental schools were re-examined to ascertain what made the difference, the researchers found that it was not a particular solution, fad, or idea that differentiated the most successful from the least. It was the extent to which members of the school community had themselves engaged in the process of developing their

"It is the process of engaging in reflection and inquiry that proves to be the most important element in transforming schools."

own goals and thinking about how to shape the learning environment to achieve those goals. In fact, the schools that had adopted an idea from a consultant or another school were less likely to produce major changes in student achievement, regardless of what the idea was. It is the process of engaging in reflection and inquiry that proves to be the most important element in transforming schools.

"Backward planning" is one of the ways many schools are trying to stimulate the process of reflection. School teams, program teams, or grade level teams get together to discuss what they would like to see students doing and are academically prepared to do. For example, they might decide "we would like students to write coherently and persuasively, to ask smart questions, to get information, to solve practical problems using mathematics, to use mathematics or other languages to express concepts and ideas, to read books for enjoyment and to stimulate their curiosity, to become good citizens" and so on.

The next step is figuring out what kinds of activities and concrete performance tasks would both develop and assess these abilities: writing persuasive essays, developing and implementing research plans, conducting a science experiment, conducting a survey and graphing the results, creating a short book, measuring the school yard, following a recipe, etc. Faculty plan these assessment tasks, which may become components of the student's portfolio or of exhibitions that are conducted

"One of the big tasks we must undertake as a collective profession is not just to put research into practice, but to put practice into research."

in a public manner. When these tasks become a publicly available exemplar of what students are able to do, they represent goals that students and teachers can aim for together, and teaching becomes organized around the coaching needed to help students perform well. This kind of backward planning seems to create the atmosphere for inquiry and reflection—for looking at what we are doing and how we are doing, and what students are able to do as a result—that stimulates widespread school changes.

It is important for teacher-leaders to speak out, to take stands and to write. It is increasingly true that teachers are writing and publishing in professional journals about how, why, and in what ways their work has proceeded. It is important for a number of reasons: to inform the field and strengthen our knowledge base, but also to transform research. The frame that researchers use for understanding practice and for making recommendations has to be informed and educated by the understanding and knowledge of teachers. One of the big tasks we must undertake as a collective profession is not just to put research into practice, but to put practice into research.

Finally, it is important to participate in improving the profession: being involved in professional standards boards; creating professional development schools for preparing and inducting new teachers; mentoring programs that help define the teaching of the future; preparing the teachers of the future; and by transforming the selection and evaluation of all (old and new) teachers.

Where Does Change Begin?

Change Starts in the Classroom, Reform Begins with the Classroom Teacher

by Joyce Kent

Change is not easy. For some, it is a stimulating potential for growth. For others, change is intimidating. The outcomes cannot always be predicted and change may take more time and effort than the comfortable rut. So why even think about change? The answer is stressed constantly by politicians, community and business leaders, and reinforced by the media. According to comparisons with students from other countries and the business people who hire them, our students are performing poorly in many areas. But what can we do? We have no money, our school districts are in financial straits, and we are facing more cutbacks. How can we talk about reform at a time like this?

Money does oil the process of restructuring—it buys modern technology as well as consultant and teacher time—but obtaining money isn't the first necessity for reform. Successful reform of education begins with attitude, vision, and commitment, and it begins with the teacher in the classroom. It's been said before—reform must occur from the bottom up, not the top down, in order to achieve lasting improvement. Of paramount importance is the fact that when teachers initiate change, we influence both our attitude and commitment. We feel empowered by having some control over the situation. Buy-in by all stakeholders, from students, parents, and business people to district administrators, is strategic for effective educational reform, but the *first ones who must buy into change are the teachers*.

The primary critical component for successful reform is the teacher's attitude. How he or she feels about the process of change determines the success of the activities tackled. Traditional teachers sometimes sincerely believe that their students are learning well, but are they? Society and its needs are changing: students and their needs are changing; perhaps teachers and their techniques need to follow suit.

Once a teacher recognizes that reform is not only necessary but also beneficial and that it offers the opportunity to be creative and to feel revitalized instead of burned out, a marvelous metamorphosis occurs and imaginative things begin to happen. Renewed enthusiasm takes over in the classroom, staff lounge, department and faculty meetings. Reform might begin with only one teacher, but enthusiasm is contagious and soon spreads so that the teacher is no longer alone in his or her efforts.

The next question is, how do we begin our shift in thinking? An area that is ripe for alteration is our attitude about how we present our material. On the whole, teachers through the decades have employed the familiar techniques of lecture and examination. Teachers lectured as the instructional mode for presenting their pre-established content, and students regurgitated "correct answers" on tests as the mode for assessing learning. Few connections were made between what the students were learning and what they needed to know upon entering the

"...true learning involves performing students rather than performing teachers."

business world. What we as a nation have finally realized is that students actually do not understand what they have "learned"; they are not able to transfer skills or knowledge from one situation (namely the classroom) to another (the business world). According to John Goodlad (*Teachers for Our Nation's Schools*, 1990), we have gone along on the theory that telling students is teaching them and that listening students (we hope they are listening) are learning.

Teaching meaningful content is far more than that. In many areas, we do not need to change our content so much as we need to change our instructional process. In teaching writing, we advise students: "Show, don't tell." In a way, that's what we as teachers must do. We're realizing that true learning involves performing students rather than performing teachers. The modern teacher is no longer the "sage on stage," but instead a resource person, a facilitator, a "coach."

When a teacher reforms his or her way of thinking about the instructional process and recognizes the benefits (for both student and teacher) in abdicating the sage's stage, he or she can be creative. The teacher can develop innovative strategies for coaching students to

be active and independent in their learning, to use their higher order thinking to solve problems, and to transfer their learning and skills to various situations, just as people do in the business world.

The second key factor in achieving long-lasting reform is the vision. The teacher (school or district) must be able to identify the problems or the areas for concern in education, of course, but he or she must also be able to visualize the possibilities for the schooling of students. The vision must be far enough in the future so that the present mold can be broken in order to work toward the ideal, rather than simply listing solutions for the here-and-now situations.

The vision is significant. We tell students that they need to have a map, a thesis, for their essays so that they know where they are heading and what they will include along the way. We, too, need a map—the vision—so that we do not wander off in the wrong direction. The vision must be one that specifies student outcomes and presents a clear picture of strategies and achievement in the ideal school of at least a decade from now. What do we want our students to be able to do and to know? Increasingly, people are changing careers a number of times throughout their lifetimes. So they must be competent in learning and in transferring knowledge and skills, they must be able to reason through problems and arrive at logical and practical resolutions. These are the skills that students must be learning today.

Problem-based learning is not merely another gimmick thought up by some university professor who had to publish, nor is it the latest buzz word of educational jargon. This approach is based on the fact that in everyday life individuals need to be able to solve problems. Educators are realizing that the connections students make between their learning in school and their activities out of school make the difference in how much students actually understand. In their article, "What Doctors Can Teach Teachers about Problem-Based Learning" (***Educational Leadership***, April, 1993), Aspy, Aspy, and Quinby explain that in the last 20 years medical educators have been investigating various methods for educating future doctors more effectively since it had been found that the lecture and examination method was not producing meaningful learning for their students. A program developed at McMaster University, in Ontario, Canada—problem-based learning—fundamentally altered teacher-student interactions in the classroom. "Competitive arenas changed to cooperative ventures; a one-way flow of data became a free flow of information among colleagues. Classes shifted their focus from facts to an emphasis on meaningful information to help solve patients' problems. Teachers became resources for processes rather than sources of answers to be memorized in order to pass tests." Students studied medical records of patients rather than textbooks. This approach is now spreading to other medical schools.

Thinking, problem-solving, and understanding are the essentials of student outcomes for the twenty-first century. Cooperative learning is one technique educators are using, which is similar to the small-group

"We commit ourselves to what we help to plan."

discussions instituted by the medical schools. Schools across the country are also using "authentic learning" to teach not only their high achievers but additionally to convince their "at-risk" students that learning can be connected to the "real" world and have significance. Discussing problems with colleagues, searching for solutions, sharing ideas and responsibilities—that is what happens in the real world.

The third crucial determinant in initiating reform is commitment. Just as attitude and vision are important to effective reform, whether in one classroom or many, so is commitment. Although reform can be stimulating and rejuvenating, it can also be hard work and time-consuming. When a whole school (or district) is restructuring, the most important way to foster commitment to a vision is to make certain all staff members are a part of the envisioning process. We commit ourselves to what we have helped to plan. Committed people, those who are stakeholders and who have bought

"Our society is undergoing rapid transformation and teachers must deal with these changes long before the rest of the community. When I began teaching in Alexandria, VA, my students were all black, then in 1965 the school was integrated. Today many of the children in that school are immigrants who come from South America, Asia and the rest of the world. Teachers must work with children from many different cultures and religions... Today 150 different languages are spoken in our schools."

MARY FUTRELL
President, Education International

into the vision, give of their time and energy willingly because they have the vision of a better way to educate students. Reform cannot be approached in a half-hearted manner, when and if people find the time, for obviously the results will reflect the attitude. The process must be a priority. One teacher alone can dedicate himself or herself to changing the classroom interactions, but a certain synergy develops when all in a school work together to make their vision a reality.

Significant in the process of envisioning the future of education is examining the obstacles that are sure to appear. Working to turn the obstacles into stepping-stones will probably not be easy, but it is rewarding. One obstacle, no doubt, will be the people who are convinced that change is bad and that the vision is unrealistic. How to deal with them? The most desirable way, of course, is to enlist their assistance in some manner. Each situation is different; generally, allowing people to air their concerns helps. With some nay-sayers, however, listening to their feelings is about the most that can be accomplished. It is extremely important not to allow the negativity of some to overwhelm the efforts of others and undermine the process.

Teachers who are working to attain the goals of their vision must support each other. Interestingly enough, a serendipitous bonus is the bonding that occurs in a staff that is working together to achieve a vision.

Reform in our educational system is not on its way: it's here. It is no longer a question of should we or shouldn't we? New curricula, new techniques, new technology, new goals—they are all in the process of happening, but the individual teacher's acceptance of the process, his or her attitude, vision, input, and commitment will make the difference between short-term activity and long-lasting achievement.

Where do new ideas for curriculum come from? Textbooks? Manuals? Graduate courses? An experienced teacher says...

"Shop, Hang Out, Keep Current, Read. Living and Learning Well is the Best Training for Curriculum Design."

by Rose Reissman

A friend was excited about being selected for a new school where he and five other teachers would design interdisciplinary curriculum around the city-as-a-school theme. My friend thoroughly believed in the social activist theme and the active learning mission of the school. He had met his new colleagues and was excited about working with them. But he was still anxious about the three weeks of curriculum writing ahead. We talked.

TEACHER FRIEND: I've always developed projects out of existing curriculum units. How do I create my own curriculum? Is there some book or course I can take to prepare me to design a curriculum for a school that's starting from scratch?

ROSE REISSMAN: Yes, but I must warn you it's very rigorous, demanding, all-inclusive. It crosses the line between your private and professional life. In fact it eradicates the line. Want to hear more?

TF: Sounds intriguing, and I'm willing to make sacrifices. I think this school will be something unique.

RR: Okay, sit and listen. Take notes if you like. But mostly 'absorb' this, and adapt it to meet your needs. First you shop in candy stores, book stores, trendy teen clothing stores, video/electronics and any other shops that take your fancy or where your students go. On my way to purchase a get well card, I noticed greeting cards in foreign languages and cards for individuals from different cultures. I bought a few. The students and I developed our computer cultural greeting cards project in which they and their families design foreign language and "culturally correct" holiday cards based on these purchases.

TF: I see, literally *shopping for curriculum.*

RR: But that's only one source of curricula ideas. As you know I spend time with my students working on radio production, community service, and civic projects during lunch hours and weekends. But to be honest, we not only accomplish our particular jobs or goals, *we hang out.*

TF: But where does that tie into the curricula writing?

RR: Don't you get it? Hanging out and listening to the students talk among themselves is a fertile ground for curriculum ideas that work. You design activities or projects that build on students concerns and interest. You ask students what they want to study. For instance, my Science Fiction Fact unit was suggested by a student who went on to become a surgeon. He told me my reading list was deficient in science fiction. He "loaned" me his Bradbury collection and taught a mini-unit on Ray Bradbury. I tied science fiction into technological and civil liberties issues—wire tapping, metal detectors, in vitro fertilization, frozen embryos. The students added on-line discussions about the Biosphere 2 experiment, space station design, bioethics, and organ transplants. My students wanted to know why we couldn't become creators. So we put our science fiction/fact cards on the table and created trading cards on environmental technology issues. The students also drafted an "Environmental Bill of Rights," and desktop published a "Dictionary of Environmental Terms and Phrases." Build on the students' initiatives.

Curriculum Design Pointers

Open

your classroom doors to community and cultural events (positive and negative). Confront the issues head on. Engage your students in proactive citizenship events. The community is an integral extension of your finite classroom space.

Partner

with parents and community leaders. Bring them into your planning. Pick them up on suggestions of activities, concepts, and actions that could be incorporated into your classroom.

Customize

your curricula to build on specific student and community needs, concerns, and strengths.

Personalize

and personal with your students. Let the events of your private life pepper your classroom. Not only will the students enjoy learning about your efforts to prevent your dog from eating paper fortunes, but they will feel a family connection with you as they share in one of your private moments.

Energize

(tears, anger, outrage) charge curricula initiatives. By your example, you can inspire students to develop their own causes and social missions.

Evaluate

on what works in your classroom. Eliminate what doesn't "hit it" with a particular group. Save it to try again with another group. Dinosaurs, not my personal interest at all, sparked multicultural, multimedia science, mathematics, and on-line investigations. For some reason the same group of students couldn't be motivated to read Louisa May Alcott. I'll try Alcott next year.

Read

your own personal reading favorites and educational theory reading in an excerpted format with your students. Even if they only grasp basic themes or elements of complex writings, you will have made them a part of the world of ideas and language. Who says the works of great writers and theorists are for degree-carrying adults only?

Flow

flexible curricula designs that continually evolve. Curricula design is a kinetic and dynamic flow. Go with the flow. Let it happen! Enjoy!

Rose Reissman

TF: Well, I'll use that suggestion later on when we start the school, but what about this summer as we write curricula. I don't see how we can build on student interest during the summer.

RR: You don't. What about getting out of your school site and walking around the 'hood. Not only do students provide ideas for curricula but so do parents and the school's surrounding neighborhood. Get together with a group of parents who have registered students for your school. Tour the neighborhood with them. Parents I know suggested an oral history forum on crime at which an assembly member, precinct officers, and block leaders participated. When one of my schools was located in a community with a particularly low percentage of registered voters, we went out with some members of a local political club to register voters in our shopping center. That was the beginning or our VCR—Voter Citizen Registration project which is now an integral part of our student citizenship project. Students kept scrapbooks of newspaper clippings, brochures, and flyers on election issues. Parents who didn't understand what students had to put into their newspaper scrapbooks, came to class to watch and stayed afterwards for a family newspaper literacy project. That started our Family FIND—Families Involved in Newspaper Discovery project. These workshops led jointly by parents and students went so well that the workshop leaders developed Project CAPABLE (Children and Parents using Audio to Build Literacy Excitement). Based on our ongoing collaboration, I previewed my plans for using *Pole to Pole*, a television travel series with the parents who suggested dual entry family viewing journals, oral travel histories, and family travel literature reading circles. Their curriculum input was so on-target that I renamed the project Project TRIP (Television Research Involving Parents).

TF: I see. You get up and go out. You do a walk around the neighborhood. You literally take a trip.

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RR: That's it. You're getting into the curriculum flow. Next, you have to keep current, as in newspaper reading and current affairs. One time I was supposed to be teaching *The Little Prince*, while my neighborhood was seething with tensions over a racially motivated murder. My students and I started talking about race. These discussions grew into projects in which we created multicultural awareness collages, cultural oral histories, and multicultural peer portraits. Some of these talks were painful, but they were very real to the students who were attacking one another in and out of school. Make curriculum real and interesting. Skills, perhaps even conflict resolution, will follow. You and your students will begin to make a difference.

Students who had seen grandparents or other relatives connected to life-support technology became fascinated with biotic organ donor and transplant cases. Rich, persuasive writings, on-line research, critical thinking, economic analysis, interviews, and town meetings followed as we brought these crucial issues into the middle school.

On a lighter but equally significant social note, our boys protested the sexism (in their opinion) of *Take Our Daughters to Work*, the *Ms.* magazine initiative of introducing young girls to the realities of the workplace. They had the pleasure of having their ideas published in a major newspaper. Take issue with the issues. Bring neighborhood, social, and cultural concerns into the classroom. Don't worry, you will be teaching integrated language arts, critical thinking, mathematics, and social studies. And more importantly, you will be engaging students in the challenges of proactive citizenship!

TF: Oh, you're starting in on your personal mission stuff. I know you're involved in civic activism and so am I, but I need to learn about curricula development, not share our mutual sense of mission.

RR: But that's the point, curricula design begins with personal interests. The best selling point for a curriculum activity is your own personal commitment and interest. Much of what I introduce in the classroom is a carry over from my private life. For instance, because of my busy schedule, my husband and I order take-out Chinese food at least twice a week. We've accumulated many fortune cookies. I save the fortune slips because I'm fascinated by quotes and our dog (who also eats fortune cookies) can't digest them. One day I put all our accumulated fortune slips into an envelope and brought a batch of fortune cookies into class. The students digested the cookies, examined the fortunes and helped me develop our cultural inquiry fortune cookie project. As part of this project, I involved the students in studying cross-cultural family sayings and probing the authenticity of fortune cookies in Chinese culture. Many fortune cookies later, this project is still going strong.

I am a proud newspaper junkie and keep a Commonplace Book of newspaper articles, graphics and photos that interest me. I 'allowed' some students to go through my Commonplace Book, and now we share a class set of cherished Commonplace spiral notebooks.

On a holiday gift-buying binge at the bookstore, I bought pop-up books, books with actual letters and envelopes, flap books, gorgeous art books, and those mini-theme gift books (quotes on love, friendship, and cats). I brought in a batch for my students to savor. Soon we were involved in creating our own gift books with requisite bookbinding workshops, a discussion with a book product designer, and a field trip to a bookstore to shop around for more concept ideas.

I was really fascinated by Bruno Bettelheim's *The Uses of Enchantment*, which I came across in one of my graduate education courses. Years later, I put together a collection of quotes highlighting Bettelheim's provocative views of fairy tales. I gave them out to my seventh-grade students and used them to launch a debate on the suitability of fairy tales. The students shared their information about Dr. Bettelheim with their families. They also were introduced to excerpts from the writings of James Banks, University of Seattle multicultural scholar, and Sonia Nieto, author of *Affirming Diversity*, as they analyzed the groups covered under the multicultural umbrella.

My tears over the 25th anniversary of Robert Kennedy's assassination spilled over into Hero Rites, an oral history investigation in which my students, their families, and I probed into whom we saw as heroes and what the word *hero* means to us today. My late 60s/early 70s candle-lighting rock concert experiences were translated into Commemorative Ceremonies where my students lit candles and read tributes to Martin Luther King Jr., Christa McAuliffe, Susan B. Anthony, soldiers who died in Korea and Vietnam, Holocaust victims, and civil right activists.

TF: I get it, making it personal helps you and the students connect. Whatever happens in your life surfaces in your classroom. That keeps you and your students continually engaged.

RR: That's it. Are you ready for your initial plunge into curricula design? In fact, I'm going home to check out my collection, go through my fridge and closets, get out my parent contact sheet, dig out my walking shoes. Don't forget to pick up a newspaper, drop by a bookstore, go shopping...

TF: Don't worry. I know how to live well and learn. I just didn't realize that a well-lived learner's life is also ideal for curricula design.

What Happens When Teachers Open Their Classroom Doors and Let the World In?

Learning will never be the same.

By Nancy Powell

After 18 years of teaching, I found a way to keep students—and not just any students, these were seniors—learning and involved up through the last day of second semester. And here's the good part. You can take this project and mold it to fit any subject area, for any age student and, I think, achieve the same results.

The class was teamed up by interests and possible career choices into small groups of students. Information was gathered from a written survey that asked students to list:

1. interests/hobbies,
2. favorite subjects,
3. least favorite subjects, and
4. career(s) they were most interested in.

After sorting through the survey, seven teams emerged:

1. engineering,
2. medicine,
3. business,
4. teaching,
5. international business,
6. biology/chemistry,
7. art/design.

All teams examined the same list of problems, and each chose to take one on as a project to research. It was a first come, first served situation—no two groups could choose the same project. Each group's goals were to produce a 20-minute class presentation and a written report on their project. The projects that were chosen, corresponding to the teams listed above were:

1. finding the shortest path in a fictional land called Lumpyland,
2. finding the velocity of falling raindrops,
3. arguing a traffic ticket using calculus in court,
4. tracking the concept of area (specifically the area of a hand) from kindergarten to calculus,
5. predicting the future population of the United States,
6. exploring the AIDS epidemic and its rate of growth,
7. designing an automobile with the help of computer-aided design (CAD) software.

Four major factors made this project successful and contributed to student motivation and accomplishment. The first was the interview process. The students needed to interview people in the "real world" to help them solve their problems. Second was the introduction of telecommunications as an information resource. Third was the need and desire to use other technology. Last was the evaluation procedure used.

This project allowed students to see calculus in action in the world around them. To do this, it was important to talk to people actually using calculus to solve problems and/or people working in the field of the problem area. Each student was required to conduct at least two interviews. One had to be a face-to-face interview; the other could be conducted on the phone, through the mail, or via telecommunications. Each person that was interviewed was invited to come to the group's presentation. The interview was also documented in the project in several ways.

The most exciting and motivating part was the students' introduction to and use of telecommunications. In my classroom, I have access to a very user-friendly commercial electronic network and a network of networks called the Internet. Armed with a computer, phone line, and modem, students were able to bring the world into their classroom and into their projects. The commercial electronic network offered students a database of professionals that could give them real-life information. Groups composed letters (known as e-mail/electronic mail) using a word processor, and after finding people that they thought might be able to answer questions and help them out, they sent each person a copy of their letter across the phone lines and into their electronic mailboxes. Then they waited for replies, which generated much excitement. The replies, which I printed right before class to expedite the process of disseminating the e-mail, helped students get closer to understanding and solving their problems.

Additional research was needed to complete most projects, and our library did not have as many materials as we would have liked. Networks offer many other resources such as on-line encyclopedias; professional association publications; professional working groups and their message boards; an electronic schoolhouse; the National Space Society; ERIC on-line; a health and medical forum; National Geographic; the Smithsonian; Library of Congress; and business and finance forums. They also offer direct lines (through Internet) to organizations such as NASA, the National Weather Bureau, and the White House. Almost all of the students spent time using the network after school and during study halls (even at this busy part of the year for seniors).

Students used the technology that they had at home and in the classroom as comfortably as they would use a manual tool, such as a pen and graph paper. The word processor on the computer was used to compose their letters for their e-mail. Some of them had never used a word processor before, but found that it was easier than they thought it would be. The final papers were word processed also.

Computers also gave students the opportunity to use graphing calculating software to explore mathematics. Students had been doing labs with the help of this software all year and had become very familiar with it. But technology is more than computers. Graphing calculators had been available to do explorations of mathematical concepts in class during this semester. In that short period of time, students were able to experience the power of discovering their own information. The numerical and graphical representations of their problems on graphing calculators were great resources that gave them additional information while working on their solutions.

The more the students worked with each other, the more they depended on each other. Each had

Teacher-Student Problem-Solving

Overview

This project is meant to allow you to see calculus in action in the world around you. These "problems" can have more than one correct solution and they may also have some non-solutions. Your solutions may have sociological, psychological, environmental, and other ramifications. Please address these issues within each solution.

1. Each group selects one project to work on. Projects will be given out on a first-come, first-served basis.

2. Each person must use the following tool to help prepare their part of the project: computer-graphing calculator.

3. Each person must do two interviews with someone with expertise in the area of the project; one must be face-to-face and the other can be by computer, phone, or mail.

4. Each group must give a 30-minute presentation of their project complete with visual aids. The presentation must introduce the problem, give at least two solutions and possibly a non-solution (extra credit), any ramifications in the real world for each solution, and at most five minutes for questions. The presentation can be interactive. You may put your problem in a different setting or make up a situation where it could be used. (5-8 minutes will be left for an audience evaluation.)

● Each person will submit weekly log sheets due on Monday of each week, documenting hours put into the project. (Homework is expected!) You may round the time to the nearest 1/4 hour. (50 points)

● Each person will rate his/her team members as to their participation in the project at the end of the presentation. (50 points)

● Presentation (50 points) (1 per group):

1. creative, mathematically correct, clear, appropriate, well-thought-out, multiple solutions, non-solutions, good use of time

2. audiovisuals

3. interviews/research/computer/calculators used to justify solutions and give ramification of the solutions

4. audience evaluation of presentation

Note: the people that you interviewed will be invited to your presentation. (You might want to mention this to your interviewees.)

● Paper (50 points) (1 per group)

1. state the problem

2. identify at least two possible solutions, showing all the work/graphs/research needed to reach that conclusion

3. justify each solution as to its feasibility, and possible ramifications in other areas

4. complete bibliography—books, interviews, computer information, magazines, etc.

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Name

LOG Sheet for the week of May to

TASKS	Mon	Tues	Wed	Thurs	Fri	Weekend	TOTAL
Computations							
Graphing calculator work							
Computer work (calculus-math)							
Interviews: face to face							
Interviews: phone, mail							
Telecommunications on computer: interviews							
Telecommunications on computer: research							
Research							
Group Meetings							
Working on Audiovisuals							
Other: (please specify)							
TOTALS							

a unique role to fulfill, and the project depended on all of them pulling their weight. The evaluation procedure did take this into consideration.

There were four parts to the evaluation, each worth 50 points: time logs, self/team member evaluations, project presentation, and a written report (one per group). On time logs, students recorded how much time they spent on activities such as calculator work, telecommunications, interviews, research, and creating audiovisuals. Self- and team-member evaluations gave some of the most revealing insights into the project. Each student completed one of each after his or her group presentation. They were asked some questions about themselves and the roles of the other members of their group. It was fairly easy to identify a student that did not pull his or her weight on the project and those who did not have any idea of what was going on. (There was only one student that fit this category, and I still think he learned a lot from this experience). The project presentations were evaluated by the group's classmates as well as by me. The students were told that the presentation should be easily understood, informative, creative, interesting, include audiovisual aids, and have correct and clearly explained calculations.

The paper had several parts. The main body of the paper had to state the problem clearly; give at least two solutions; support the solutions with graphs, research, or interviews; address any sociological, psychological, environmental, and or other ramifications; and include a bibliography

Individual/Team Evaluations

Name _____

Name of Presentation _____

1. Describe your job on the project. What did you accomplish and learn while doing your project?

Which best describes your participation on this project in the group:

1 = I did as much as I possibly could and more than my team members. ○

2 = I did as much as I possibly could and worked as much as my team members. ○

3 = I worked hard but didn't understand what was going on. ○

4 = I worked hard but I didn't feel a part of the team. ○

5 = Other (please explain): ○

2. How could this project be made better?

3. Team Member: _____

Describe his/her job on the project. What did he/she accomplish and add to your project?

On a scale of 1 to 5 (1 being the best), how would you rate this team member's participation? ○

4: Team Member: _____

Describe his/her job on the project. What did he/she accomplish and add to your project?

On a scale of 1 to 5 (1 being the best), how would you rate this team member's participation? ○

ADDITIONAL COMMENTS:

The project was balanced with engaging activities. The opportunity to write, speak, and create with both familiar and new tools was attractive to the students. The presentations included all types of formats from games to chemical experiments. The presentations were videotaped to allow the class to share them with parents, the interviewees who could not attend the presentations, and other teachers.

By the way, I didn't know the answers to any of the questions posed to the teams ahead of time. We all learned together, as we shared our frustrations and successes.

SAMPLE STUDENT E-MAIL:

Subj: raindrops

Date: 93-05-14 16:03:49 EDT

From: NPOWELL

To: (this could be one person or multiple people)

My name is Tina, and I'm a senior calculus student. My group and I are doing a project on raindrops—why large ones fall faster than small ones, and we were wondering if you could help us in any way by offering a physics, meteorological, or calculus explanation. Here are some specific questions:

1. Why does air drag affect smaller drops more?

2. Have you heard of Stoke's Law? If so, tell us about what you know.

3. Any observation of how this applies to calculus?

You can reach us through our teacher, NPOWELL, and it would be excellent to hear back soon—our presentations begin on the 21st. Thanks alot!!!

Teacher's note: Tina received E-mail responses from many people including a retired MIT science professor and a captain in the United States Air Force.

Audience Evaluation

Please circle/fill in the answers that best describe the presentation.

Date:

NAME OF THE PRESENTATION:

PRESENTERS:

Was the presentation easily understood and informative?

1 Yes 2 Could have been clearer 3 No

Explain:

Was the presentation done in a creative, interesting way?

1 Yes 2 Could have been more creative 3 No

Explain:

Did the audiovisual aids add to the presentation?

1 Yes 2 Could have been better 3 No

Explain:

Were the calculations correct and the explanation clear?

1 Yes 2 Could have been clearer 3 No

Explain:

On the scale of 1 to 5 (1 being the best), how would you rate this presentation? ○

ADDITIONAL COMMENTS:

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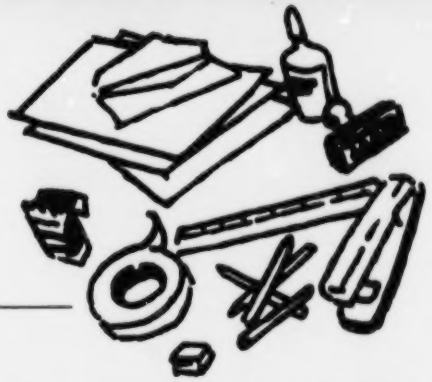
For Lynn Cherkasky-Davis' students, learning takes place not only within their classroom but at home as well through the...

Weekend Writer's Briefcase

by Lynn Cherkasky-Davis



Through the use of several differently appointed "briefcases," my students and their families spend weekends collaborating as authors, artists, readers, scientists, mathematicians, and surrogate parents. This child and family experience integrates the home and community into the classroom. Additionally, through the technique of writing, reading, computing, creating, and caretaking, parent and child bond while developing their projects at home (on weekends) and continuing the process in the class (during the week). With the briefcases, children expand their oral and written language, develop reading skills (as do their parents), express their creativity through manipulating new materials, solve high-level problems, use creative and critical thinking modes, construct knowledge through science experiments, and build mathematical concepts. The children learn and grow through process as well as product. This risk-free activity fosters problem-solving, critical and creative thinking, and enhances self-esteem while developing physical, social, emotional, cultural, and cognitive skills.

Young children become interested in these experiences as they see each other and adults partaking in them as well. When children have access to the materials delineated herein, and are encouraged to use them, their literacy development blossoms. "Weekend Writer's Briefcase" is a great way for parents and teachers to build children's interest in literate behaviors through the development of their multiple intelligences.

With this weekend project my students produced stories, books, science experiments, and art pieces which valued their sense of collaboration and ownership. Families collaborated on letters, folktales, fables, biographies; as well as cooking, art, and science experiments; multicultural projects; and oral histories; which imparted the message that literate behaviors go on all the time and in many places—not just from 9:00-2:30, five days a week within the walls of a classroom.

N.B. *If you adapt this project, here's an important tip: conduct a meeting with parents and have them sign a contract in order that their children participate (that they will help with the replenishing and organizing of the briefcases upon their return Monday, that they will work on the projects on the weekends when their children check out the briefcase, and that they will respect the materials).*

Project Activities:

1. Circulate two weekend writer's briefcases containing stationery (some with the children's photocopied photographs, some with their name, and some decorative), date stamp, letters (magnetic, plastic, stencils, cardboard), blank books, stapler and staples, hole punch, pens, crayons, markers (all sizes and colors), pencils (primary, colored, colorful), notepads, notebook, post-it notes, index cards, stencils, envelopes, scissors, clipboard, pencil sharpener, paper clips, stickers, picture dictionaries, paper (various shapes, sizes, colors, textures, lined and unlined, tablets, grocery pads), tape (masking, transparent, colored cloth), glue (white liquid and paste), ruler, chalk (white and colored) and chalkboard, and gummed labels. Ziploc bags and pencil cases organize each briefcase. Also contained is an article for parents explaining the reading/writing process and the home-school connection. Children and families may write as much as they want all weekend long and in any fashion that is comfortable for them.

2. Circulate a weekend suitcase containing Teddy (or Travelling Teddy), writing materials as described in activity #1, the storybook *A Pocket for Corduroy*, a microcassette tape recorder and a blank audio tape. Students and families dictate or write about the weekend adventures of the stuffed animal and themselves. The child and Teddy hear the bedtime story about the adventures of the stuffed bear Corduroy. Each student in the class will have a weekend with Teddy. After all families have had a weekend

with this "writer's suitcase," we will compile their (written or dictated and transcribed) adventures into a class Big Book with little versions printed for each child to take home in June. When these are published, the first adventure will be collated so that the child who takes the Teddy Suitcase home first will have his contribution printed first. Each edition will be illustrated by the author.

3. Create a travelogue based on the adventures of Traveling Teddy.

4. Circulate a weekend backpack containing Bedtime Buddy (a boy baby doll), dress-up clothes, blanket, a bedtime story, and writing materials as delineated in activity #1. This activity takes activity #2 one step further in that it stresses the importance of male bonding through the use of a male doll. Families will innovate on the text of the bedtime story (sent home in this backpack) to be read to the student and the baby doll. For example, *Baby's Trip to the Grocery Store,* may become the story of the student's trip to the grocery store. A collection of these family written bedtime stories are published as a classroom anthology. They may be written in any format as explained above. They are transcribed, edited, and published in the classroom by student and parent. This literacy activity integrates social studies with reading and writing.

5. Provide time and materials for students to extend classroom writing process experiences into weekend creations of stories. These are then shared, documented, scribed, read, published and displayed in the classroom.

6. Circulate an "artist's portfolio" with non-traditional art supplies and smocks for student and parent weekend art experimentation. Some writing supplies and an audio tape will allow the weekend artists to share their experiences about the materials. These are scribed and hung in our hallway gallery with the family creations. Photos of family, child, and artwork, and an "About the Author/About the Illustrator" accompany each art piece.

7. Circulate Science in a Sack, an experiment in a briefcase (sack), accompanied with writing and reading materials. Each student and family does the prescribed experiment by June. Investigation and results are written about, discussed, compiled, tallied, and logged in our classroom science journal.

8. Circulate a briefcase with materials and a recipe for families to make playdough at home. This is accompanied by a student developed "idea" book. Writing materials are also enclosed for families to tell about their experimentation and play with the creative material. A Polaroid camera is included to photograph creations which are put in a class book.

9. Circulate a Math Case to include such materials as Uno cards, dominoes, large square graph paper and a list of household items to count, categorize, sort, classify, and graph; dice; counting "bears"; primary calculator; ruler; pattern cards and blank cards to repeat or extend pattern; beads and strings; ziplock bag of small counting items; attribute tiles; pictures of household items to count and sort; list of home scavenger hunt directions and items; calendars; bottle tops; blank "checks" and receipts; counting storybook; geoboards and rubber bands; unifix cubes; number bingo; small measuring cups and spoons; recipe cards; "speeding ticket" blanks; clock; kitchen timer; hourglass; number line with one end blank for families to continue; adding machine tape; writing and recording utensils; tape measure; and puzzles.

10. Circulate a Culture Kit which includes multicultural storybooks (fiction and non-fiction); dolls of varying ethnic heritages; paper doll patterns and costumes, recipes for ethnic dishes; items which represent the pluralistic culture of your city; audio tapes of music representing the salad bowl of multiple cultures in the community; transliterated stories in foreign languages; writing materials for families to indicate new things that they have learned about other peoples, as well as to list something they want the next families to learn about their ethnic traditions; and recipes they have tried. This kit can be expanded to include stories about children with physically challenging handicapping conditions so as to make families aware of and involved in learning about all members of our society.

11. Take a class trip to an office supply store to purchase materials useful for the authentic briefcases. Budget and list gathering will come first. Students will be able to utilize materials not often found in schoolrooms but used by real authors and illustrators.

12. Train parent volunteers to fill and replace briefcase materials on a weekly basis. Also, train parents to transcribe the dictated and recorded stories onto the word processor, if need be, and to assess their own child's progress and family's attitude and involvement.

13. Work with parents on keeping log notebooks on how often their children used the various briefcases and materials; their comments on the products; what items were favored; how they were used by the families; their attitudes and attitude changes; what family members participated and how; and the length of time their children were involved in the activity (as well as the increase or decrease in that length of time over the school year). If their observations are similar to those I have had over the length of time my children have participated in the project, the students should be developing new interests in print, higher levels of responsibility, different observations of where literate behaviors take place and the priority of these behaviors in their personal lives, and awareness of different experiences. The level of difficulty, involvement, innovation of exploration, and expertise (as well as the writing, stories, projects and products, tapes, and assessments) should increase in the same proportion as the length of participation and depth of family interest and involvement.

—Lynn Cherkasky-Davis

Faced with the problem of motivating his "high-risk" math students, Alfred Ludwig created a dynamic, new approach to teaching algebra. What one teacher starts in his or her classroom must involve other teachers if it is to grow and survive.

How Teachers Are Forming Teams to Create Change

by Alfred T. Ludwig

My interest in the educational reform movement began more than 12 years ago. I was working as a math teacher with minority students in a preparatory school for a major university. My work required extensive statistical evaluations of my school's math curriculum with an eye toward isolating causes of mathematical failure and restructuring course content for more effective instruction. For the next seven years, I extended this interest into the public education curriculum of my district's middle schools, junior high schools, high schools, and community colleges. I was impressed with the system's educational effectiveness from the aggregate point of view for the student population as a whole. However, the system did an appalling job from the individual point of view because it lacked individual sensitivity, responsiveness, and was often overwhelmed by sheer numbers. Another characteristic of the system was that it tended to become more curriculum rigid and less individually flexible with each increasing grade level.

Armed with the knowledge from my research, I continually requested curriculum changes and support from my supervisory administration. The response was a large number of delays and a multitude of reasons why these changes could not take place. Five years ago, I'd had enough. If change was going to take place, it wasn't going to happen from the top down. Change would have to be from the bottom up and it would have to done by me! There were plenty of people who said I was wasting my time because the administration would never allow a teacher to assume a leadership role. But I felt strongly that I knew what changes had to be made and could both show a rationale for change and positive, measurable results. Besides, there were many students who desperately needed these changes.

"I earnestly believe that as educators it is not our job to provide classes just so students can pass. It is our responsibility to offer relevant courses containing the skills our students must have to enjoy the benefits of our society."

I began small. What was needed at my high school was a way to help at-risk students pass Algebra I. High schools were assuming readiness for Algebra I on the part of most entering students. If students were deficient in elementary math skills, they are shunted out of the progressive math curriculum and relegated to consumer and applied math courses whose real purpose is graduation credit not career preparation. True remediation of critical fundamental math skills was not available. I earnestly believe that as educators it is not our job to provide classes just so students can pass. It is our responsibility to offer relevant courses containing the skills our students must have to enjoy the benefits of our society. If they are unable to pass, we are obligated to provide the curriculum support options necessary to ensure their success.

In my school, we needed both a new curriculum option for meaningful, progressive mathematical remediation and a change from a failure philosophy to one of "not yet successful." Utilizing a networking approach with other teachers who shared my concerns, we pooled our knowledge and experience about failures and course content. Through our efforts, the course *Mastery Math-Tough Math (MM-TM)* was born! Drawing on the collegial support of this basic teacher network, five years ago, two reform changes were implemented at my high school. One curricular, the other philosophical. A third, perhaps far more important change also occurred. Quietly and without fanfare, a single teacher had made a change in the system.

Since its inception five years ago, *Mastery Math-Tough Math* has proved to be extremely successful. Teacher networking, now even at a national level, through IMPACT II—The Teachers Network, has resulted in wider program model replication and led to continual content improvements within the program. MM-TM models have now been disseminated throughout my home district, in several other districts within the state and at least one other site in another state. Just as the credibility and validity of MM-TM continues to grow so does the scope of the change.

Mastery Math-Tough Math (MM-TM) is a high-standard, outcomes-based, algebra-oriented one-semester course designed for low-skill, high-risk students. Its critical content mastery format remediates selected elementary math skills, provides a strong pre-algebra base, enhances student self-esteem/confidence and directly supports re-entry into the progressive mathematical curriculum. Mastery focuses on strategic rather than tactical instructional techniques and is presented within a highly tactile class environment which emphasizes high student success and enjoyment.

—Alfred T. Ludwig

Over the last three years, MM-TM has grown from a single course into a broad program. New versions of MM-TM have been designed which address differences in textbooks such as integrated versus non-integrated mathematical approaches. This fall I began a new pilot course within the program, incorporated into a rescheduled school day, called Master Algebra. The objective of this year-long, 90-minute freshman-level class is to provide early identification and selection of at-risk students, and remediate elementary math skills. In addition, Mastery Algebra I will serve as a transition from arithmetic to algebra and present an entire year of Algebra I content, while pre-empting failures all in one high standard course.

Along the reform path I have taken, many other teachers have come out of the silent anonymity of their classrooms to take on transition a leadership roles in creating educational reform. Currently, I work with a team of three middle school teachers who are creating sixth, seventh, and eighth-grade programs modeled after the MM-TM concept. I function only as a facilitator/advisor; they are enthusiastically leading the way for significant curriculum changes in math at the middle school level. I am also working with a fifth-grade teacher of talented and gifted students. We are jointly identifying and developing curriculum for gifted children in the primary grades. In conjunction with my district-level supervisor, all of the district secondary department chairpersons, and newly emerging teacher-leaders at our district elementary schools, we are implementing a very promising "Primary Algebra Teacher" program for all elementary teachers in the district. The program will build a cadre of math specialists within our elementary schools, develop a wider base teacher network, provide for curriculum consistency, and reduce the informal elementary/secondary teacher isolation gap. The program uses content strands from MM-TM to provide a Minimum Assure Content (MAC) in mathematics with an instructional shift from tactical to strategic math procedures. These procedures, dubbed Always True, Always Correct (ATAC), along with the new instructional emphasis will be called the "MAC-ATAC." MAC-ATAC offers unlimited opportunities for elementary and secondary teachers to work in concert to not only provide multi-directional professional support networks, but it has already begun to focus on actual modifications of teaching sophisticated math concepts such as "the variable" at all elementary grade levels!

District-level in-services are scheduled for training teachers in the program elements of MM-TM and new funding from private corporations (made available via teacher network connections) now presents the opportunity for publishing and distributing program guidelines at cost.

Barely five years ago, there was just one teacher doing this project. Now more than 26 secondary and 63 elementary math teachers in my district are directly involved. This fall, teachers from my high school in the English and science departments will initiate their inaugural efforts towards reform in their respective discipline areas. I'm delighted!

Mary Levin

"Individual teachers have always done good things with students. What we need now are ways of having conversations about what's going on in the world and our students' world...and how do we respond—that way you begin to build a real community. The school community has to become a learning community...so that we all—teachers, administrators, parents—everyone can ask: "What are all these ideas, things like multiple intelligences? What does that all mean in our school?"

ANN LIEBERMAN
Co-Director, National Center for Restructuring Education, Schools, and Teaching

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Does the "M" in Mathematics Stand for "Male?"

"I remember deliberately playing dumb in geometry class because being good in math was not feminine, acceptable, or cute. It was okay in English, as long as you weren't tdo smart."

Although this was a statement made by a woman in her late forties who went on to be awarded a Phi Beta Kappa key, it certainly could have been made by many female students today.

Unfortunately, female students do not realize that they are behaving in a certain manner because that is how they have been conditioned to behave. It is not until several years later, when they can look back objectively on their education, that many come to the realization that several factors influenced, and literally got in the way of their approach towards education—and towards math and science specifically.

Many of our female students do not want to learn math because they have been told they can't. They have been told this by their parents: "I was never very good in math, either." They have been told this by their teachers and counselors: "You have enough math for the career you plan to pursue." They have even been told by talking Barbie: "Math is tough."

So the big question is: How do we as teachers make a difference and help to create change? I have several suggestions for techniques that I have implemented:

1. Form a female student support group. This can be accomplished within or outside of the classroom. Find speakers, role models, and mentors to meet with the students on a regular basis. Make it fun and enticing—bring healthy snacks!

2. Create math/science classes which are strictly female. Make the classes volunteer only, and the instructor should be a female who is familiar with the techniques necessary to promote success among female math students. Many times, the female students feel more comfortable in this environment, and less intimidated by their male counterparts.

3. Offer evening math courses for parents—particularly for the Moms. I cannot count the number of times that adult females have said that they know they could do well in math now. Well, here's their chance! It is particularly effective if the parent(s) is allowed to enroll in the same course as his/her child.

4. Implement a tutoring program between high school female math students and elementary female math students. If attitudes can be changed early, high school teachers won't have to do this!

5. Most importantly, train teachers and administrators to be aware of the inequities which are perpetuated throughout our educational system. My district has incorporated the GESA (Gender/Ethnic Expectations and Student Achievement) in-service, coupled with peer coaching among the teachers. It is imperative that teachers, especially at the elementary level, be aware of the great impact that they make on female students through overt and covert actions.

I am always overwhelmed when I reflect upon the enormous impact that I have upon the lives of my students. I take that responsibility seriously and with great determination to make it positive. We cannot afford to lose females in the math/science fields—they are a valuable resource that has not yet been tapped. With a conscious, affirmative approach, however, I believe that we as teachers can make a significant difference.

For Gender/Ethnic Expectations and Student Achievement training information, contact GESA, GrayMill, 8450 Hickman, Suite 29, Des Moines, Iowa, 50325, (515) 252-8650.

—Laura M. Kadlecek

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We selected Marcey Regan's project at the Walt Disney School because it offers an opportunity to look closely at how a team of teachers is developing and implementing new curriculum.

Team Teaching at the Walt Disney School

by Lynette Hill, NCREST researcher

It is eight o'clock on a Wednesday morning and eight teachers gather around a large rectangular table to discuss curricular and student concerns as well as to schedule upcoming activities and events. Marcey Regan, team leader, guides an energetic, enthusiastic, and productive meeting. The teachers continue to discuss pertinent program issues as the students assemble in their "classrooms."

When the teachers conclude their meeting and proceed to their respective classrooms, they do not enter traditional classrooms with doors and walls; instead, all of the classrooms are open. These teachers team-teach 200 fourth-grade students in a large space known as Pod 200. This arrangement reflects the overall organization of the Walt Disney Magnet School on Chicago's North Side.

In addition to the school being organized into pods, the Walt Disney Magnet School holds essential criteria that distinguishes it from other public schools in Chicago. It requires that student selection be based on ethnicity and place of residence. The students must reside on the North Side and form a classroom population which is 30 percent African-American, 30 percent Caucasian, 30 percent Hispanic, and 10 percent Southeast Asian and Native American. The Disney School wished "to demonstrate that racially and ethnically integrated student populations will contribute to an ideal educational setting." From its pool of applicants, student who fulfill the criteria are chosen randomly by computer.

"We are a community of 200 fourth graders and eight teachers in one classroom, with no walls separating us. Now that is real team teaching! I think the more people you add to the team, the more difficult the interrelationships can be. We have to divide up our tasks and for the most part this does work. But there is controversy when you work in teams, there's no doubt about it. We try and work to our strengths and not our weaknesses."

Marcey Regan

To capitalize on the ethnic diversity of the school, the Pod 200 teachers decided to develop a program that would help their students to understand and appreciate their own culture, as well as the cultures of their classmates. The teachers felt it was important to encourage ethnic pride in a cooperative learning situation. After much research, discussion, and planning, the Pod 200 teachers designed and implemented an interdisciplinary curriculum project entitled: "Teaming: A World to Share." The objective of this project was "to supplement a multidisciplinary, integrated curriculum that has been organized around the national and regional origins of the student body."

The program, designed around five student-selected interest groups called clubs: (The Fine Arts Club; The Environment Club; The Stamp Club; The Creative Arts Club; and The Health Club) were chosen because they represent the different areas of expertise exhibited by teachers and the variety of interests revealed by students. The students are involved in several clubs throughout the school year. Within each club, students participate in activities and work on projects that build upon their cultural heritage.

One of the first steps the teachers took in helping the students discover their own heritage was to send home a letter asking parents to identify the ethnic group(s) that best indicate(s) their ancestral roots. The teachers stated their objective was: "to help the students collect and research information which has personal value for each of them." The letter further provided parents with information and an overview of the program and the purpose for incorporating it into the curriculum:

...we are including opportunities for children to interview friends and relatives who may have interesting stories and memories about many of the topics covered.

From this study we expect that children will develop projects that will express their heritage. Beyond this is the more important objective of nurturing respect for the contribution of each cultural group to America's richness.

The plan is to reach out and share the results of this classroom enterprise with other teachers and students in the school, with parents, and with all interested members in the community. We look forward eagerly to your valuable cooperation and participation.

After the parents of the students identified their ethnic background(s), the students were given a biographical assignment related to their family history. Students were asked to provide information about their cultural heritage such as traditions, festivals, music, dances, folk tales, art forms, traditional costumes, ethnic cuisine, and geographical location. Once this information was compiled, coordinating club activities were developed.

Each club developed its own logo which was incorporated "into an activity involving the production of button identification badges by the Disney School Button Corporation," in which the students design, produce, and market distinctive buttons for the school "within the context of an efficiently run corporation."

Each Club intends to develop a publication in the form of a book, journal, passport or brochure. Ultimately the publication of each club's activities and creations is essential to the overall success of the Project. It (concretizes) the effort and cooperation of the students and memorializes their accomplishments. Learning requires a positive self-image. To see our accomplishments in print can only enhance self-image. The student-published documents will become part of the Classroom Reference Library to be shared and enjoyed by the entire student population. The documents will be returned to the children at the end of the school year as a keepsake to share with family and friends.

This project is not only inclusive of students and teachers, but school administrators and parents as well. The team of teachers works to coordinate thematic activities in each of the clubs so that one interest group will augment the activities of another. The goal is for students to "not only discover the commonalties manifested in different cultural formats, but...to appreciate the value of cooperative learning."

Each of the clubs has a specific purpose and agenda. The Fine Arts Club aims to promote the appreciation of art styles and artistic technique. "Utilizing a variety of media, students will investigate, share and produce artistic products representative of various skills incorporated within the cultural heritage of the student population." After some basic instruction and practice, the plan is for students to create a life-size "Pageant of Cultures":

After researching cultural designs from ethnic backgrounds, family knowledge, information from the Stamp Club, books and magazines, students will create traditional and contemporary clothing ideas. These drafts will be incorporated into individually made sketchbooks.

They will create their own patterns using a stamper and stamp pad on tissue paper which will later be formed into life-size representations of contemporary and traditional clothing, based on their cultural heritage, to dress their figurines. The culminating activity will be a display and appreciation of our "Pageant of Cultures" throughout the school.

The goal of the Environmental Club "is to promote environmental awareness. By investigating various regions of our world, students will learn to trace the origins of different plants and herbs, discover the many benefits of our world's rain forests, research endangered species, and learn what individuals can do to benefit our planet. Students will also explore the relationship human beings have with the earth. They will create an acceptable ecosystem within the classroom."

Marcey Regan and her students.

The projects designed for the Environmental Club include growing various plants using a variety of methods (e.g., clipping and rooting plants, germinating seeds and herbs, growing flowers and foods from bulbs, sprouting beans and seeds, and planting cacti), researching the origins of each plant, constructing growth charts for each plant; creating an herb and sprout garden for the use of the Health Club; making decorative plant containers for display and use in the classroom ecosystem using paints and recycled materials; experimenting with different growing conditions (i.e., light, water, food, and nutrients) and relating the results to different climactic zones of the world, and creating individual environmental books for the Classroom Resource Library.

The Stamp Club provides a medium for students to "investigate, discover, research, and explore sources of information relating to the nationalities of the student population."

The Stamp Club will serve as a resource of information for other clubs within the classroom. The compilation of comparative celebrations depicted on stamps serves as an incentive to the commonalties and differences shared in our multicultural classroom environment.

The activities in which students will be engaged include learning how to mount, categorize, and label stamps; researching stamps that represent the multicultural population of the classroom; and producing a passport with a bookbinding machine. Some of the stamps were graciously donated by the Benjamin Franklin Stamp club, others were obtained through the first *team grants* IMPACT II had ever awarded. While students travel through the many club activities, they can earn a stamp from the country or region explored, which will be added to their passport. The students in the other clubs will benefit from many of the projects completed by students in the Stamp Club. For example, the entire classroom student population will be requested to apply for a passport issued by The Stamp Club.

The Creative Arts Club enjoys the richness of heritage through song, dance, and the spoken tale:

The Creative Arts Club convenes to joyously celebrate the Walt Disney Magnet School racial-ethnic rainbow. We sing songs of many cultures. We dance steps of many cultures. We speak tales of many cultures in choral unison. We discover that different races and different nations all share the need for comfort, for pride, for instilling values in their young, for recognizing milestones in life, and for explaining a wondrous universe. Each race, each nation does this uniquely in song, dance, and retold tale. By sharing these songs, dances, and tales, the children in the Creative Arts Club know both the unity and diversity of the human experience. Our shared pleasure in creation allows us to appreciate our similarities rather than focus on our apparent differences and to understand the irrationality of prejudice.

The students in the Creative Arts Club participate in many activities. These include learning to recognize the mood of a song by listening and discussing traditional music, choosing songs from other lands, and assembling personal song books. The Creative Arts Club is also responsible for organizing the year-end classroom festival, which is shared with the entire school population. The festival is a culminating experience to celebrate the rich heritage and the unity and diversity that reside within the Walt Disney School.

The Health Club is designed to educate students regarding proper nutrition and to nurture good nutritional habits in students.

The students will become aware of the many cultural foods that are eaten for each meal and explore the idea that good nutrition is achieved by eating foods from each food group daily. Each culture achieves this through combining foods native to their country. The students will learn to appreciate...that foods can provide something that is needed universally—and that is good nutrition.

The students in the Health Club participate in educational exercises such as reviewing the four food groups, categorizing foods into each group, and identifying each group's contribution to a healthy lifestyle. The students then have the opportunity to prepare a nutritious snack, breakfast, lunch, or dinner that reflects their cultural backgrounds. The students also have an opportunity to prepare recipes using the herbs planted and grown by the Environmental Club. Finally, the students assemble all of their recipes into a Pod Recipe Book which they design, illustrate, and bind themselves. Each of the students in the club receive a recipe book to take home with them at the conclusion of the year.

The descriptions of the goals and activities for each club have been carefully created by the Pod 200

team of teachers. Developing a multicultural curriculum project requires the voluntary efforts of the entire teaching team, along with the input of parents and students. As with any change, preparation time becomes a key element. New ideas require creating visions that can be nurtured, refined, and altered. The final step, experimentation, only leads back to the beginning and visioning starts anew. The process takes time, a valuable commodity. In addition to time, another very important element is funding. Adequate funding is needed to help ideas materialize. Pod 200 teachers devote much energy toward building a successful collaborative team. A team-teaching approach necessitates sharing ideas with colleagues. Building trust and respect often requires compromise. Each teacher is an important contributor; each shares in the process; each is respected for their expertise and efforts. Even during "formal" group meetings the teachers were at ease with each other.

Two hundred children and eight teachers share the same open space everyday in one huge classroom with no walls. A community of leaders places additional responsibilities on the student body. Mutual cooperation among the children is a requirement for classroom management. Noise is the major drawback. Large group activities provide a time for enthusiasm expressed respectfully. The nine and ten year old children must also adjust to the personalities and teaching styles of many teachers, rather than just one. Nevertheless, when interviewed, several of the students said they enjoyed the pod arrangement. Other than the fact that it can get rather noisy at times, all of the students who were interviewed said they would rather be in an open classroom than in a traditional classroom.

Many of the students also expressed very positive feelings regarding the clubs. The students who were interviewed said that they enjoyed the club activities and learned from their club experience, and it was evident that these students felt great pride in their participation and accomplishments in the clubs. They were eager to share their positive feelings and to relate their experiences.

The students exhibited overall pride in their school experience. Their sentiments are illustrated by the letter shown here, written to Chelsea Clinton by one of the students.

The students demonstrated a sense of ownership in Walt Disney and pride in the type of education they are receiving. They were excited about the clubs and the prospects for learning more about their individual heritage. With the commitment of the teachers and the willingness of the students, the project "Teaming: A World to Share" may realize its potential for impact upon the education of the students in Pod 200 at the Walt Disney Magnet School. As the teachers work collaboratively to "club" the traditional teacher-proof, generically designed curriculum and replace it with a student-driven, personally meaningful and cognitively appropriate integrated curriculum, the needs of a contemporary and diversified fourth grade will be more effectively addressed. Given time and adequate resources, Pod 200 could well be on its way to establishing an enriching multicultural tradition of its own!

Walt Disney
4140 N. Marine Dr.
Chicago, IL 60613
Feb. 2, 1993

Dear Chelsea,

When, or if you leave Washington, take a stop at Chicago. Chicago has everything. Your hear the Chicago Symphony Orchestra, Cubs game, Bulls games, and lots of other things. The best is Walt Disney Magnet School. We have the best [of] everything. We have science, social studies, math, and reading. We even have clubs we choose ourselves. We have exciting events. We went to see films that nobody has seen yet. We went to see Chicago's famous orchestra. We went to Chicago's Historical Society. We went to the Academy of Science. We also went to see the Field Museum.

Sincerely,

Omar

Meet the Teacher in NCREST Case Study # 1

NAME: Marcey Regan

YEARS TEACHING: 20

BIRTHPLACE: Chicago, Illinois

DEGREES: University of Illinois in Urbana; Masters Degree, DePaul University

What motivates you?

The children—especially their innocence and naiveté, their excitement and delight at new discoveries, and their honest responses; the camaraderie I share with the teachers on my team; the appreciation of parents and colleagues.

What keeps you going in the hardest of times?

The children—they are what matters; the belief that those I teach represent the future; and the conviction that ingenuity, creativity, and resourcefulness can fill the voids created by a sterile bureaucracy.

What can an individual teacher do to change her school?

Believe in her own worth; demand nothing less than a responsible profession; seek strength and inspiration in colleagues; and recognize that the joint efforts of teachers create exciting learning communities.

If I had to do it all over again...

I would have fought to champion the role of teachers in educational reform from the outset of my career!

The process of team teaching can begin with as few as two. Teachers Priscilla Franks and Mary McGirr teamed up to answer the question...

Is Anybody Listening?

by Priscilla Franks and Mary McGirr

The faculty meeting came at the end of a long, stressful day. Everyone was complaining that our middle school students did not know how to listen. "If they don't start listening, how will they learn anything?" was asked over and over again.

As a guidance counselor, I know that many students were voicing the same concerns. Often I hear young people say, "The teachers just don't listen to us!"

Long after the meeting was over I found myself pondering about ways to facilitate better communication between our teachers and students.

The drama teacher came away with her own reflections. Why is listening given the least time and attention when we focus on communication skills? Reading, writing and speaking receive much more emphasis in our highly verbal society. How could listening become a teachable component and a more integral part of our introductory speech and theater course?

Months of solitary musing followed. The guidance counselor dreamed of ways to incorporate the affective domain into the classroom. Aware of the latest brain-based research, the drama teacher knew that "emotions and cognition cannot be separated and the conjunction of the two is at the heart of learning" (C. Caine and R.N. Caine, ***Making Connections: Teaching and the Human Brain,*** 1991). We began to informally share our thoughts. "It takes two to speak truth—one to speak and another to hear." (Henry David Thoreau)

As we listened to one another, our truths began to emerge; our visions began to take shape. Listening would be the bridge enabling the middle schooler to focus inward and acquire self-knowledge as well as reach outward to build connections with others.

Our timing was fortuitous. The successful speech and theater elective became a required course for all seventh graders, providing an excellent opportunity to design a new program which would pair Guidance with Speech and Theater Arts.

With the full support of the administration, meetings were held on a regular basis. It was the guidance counselor's task to find suitable ways to enrich the learning process and enhance the existing programs. We settled on a framework which mirrored our collaborative process entitled "Is Anybody Listening?" It consisted of three parts:

Listening to Myself

Listening to Others

Being Listened To

The drama teacher provided the counselor with the objectives of her course and a list of skills and activities. An overlay of complementary guidance-directed activities designed to tap into the affective domain of each student dovetailed with pantomime, improvisation and monologues. Students focused on intrapersonal and nonverbal communication. Listening to self is a latent skill. Students need a bedrock of personal awareness upon which to draw: the counselor included relaxation techniques so that young people could visualize and mentally rehearse as they prepared their first speeches. We utilized guided imagery to envision the future, and as an initial step in the career exploration process.

The young people kept a journal, completed a wellness profile and took the Murphy-Meisgeier Personality Inventory, an instrument similar to the Myers-Briggs Type Indicator. The inventory gave the young people valuable feedback about how they process information, relate to others, make decisions, and choose a career. The students learned more about themselves and about others as well. The focus shifted to interpersonal communication skills and working together in groups as they prepared skits for presentation. The emphasis on self provided a venue for the guidance counselor to focus on passive, assertive and aggressive behaviors as students created role plays to illustrate styles. It was an opportunity to include conflict management skills, to explore the issues of tolerance, bias and stereotypes in non-threatening ways. Throughout the course, the teachers tried to model effective communication as we listened to one another and remained flexible for the unforeseen.

Support of the administration, and regular, ongoing communication with one another was crucial as

"I think this class has helped me to understand my friends better and the reasons for their actions."

"Learning about assertive communication has helped me to be more open with people in general."

"Gender bias was something I never knew or realized was happening."

"I know now that there are a lot of stereotypes in this world."

"I learned to be assertive. I learned to relax. I learned not to invade people's space."

"I learned about my well-being."

"In this class I have learned you shouldn't be afraid to say what you think is right."

"I will know what a friend is trying to tell me nonverbally."

"When I am in my other classes, the things I learned in here really come into focus."

"I have discovered about my personality and how I am. It gave me self-confidence because I know I am a good person."

"I learned that I am a person who invents things, waits to the last minute and wants things done differently every time!"

"Learning through skits, speeches and other 'easy' things, kids are more willing to learn what they need to know."

Students of
Priscilla Franks and Mary McGirr

the counselor had to be available on a regular basis to work with the three classes once a week. We usually staggered the days.

Sharing with faculty and parents was a critical element in improving the school climate as well as in facilitating effective communication between parent and child. With a knowledge of the personality type of their individual child, parents can help to maximize their child's potential for success in school and getting along at home. Communicating with teachers can bring about an increased awareness of how personality preferences can effect a child's ability to learn.

We held four successful evening programs for parents and in-service for faculty to share the results of personality inventories. Our research supports overwhelmingly that this age group prefers interactive, hands-on, experiential learning. Adolescents need to be personally involved.

Our collaboration paid big dividends. It was an exciting and energizing process. Grab a colleague, *listen*, and grow together. Everyone will benefit, most of all the children.

In Cleveland, Ohio, Patricia McHugh was part of a school-wide team called BEST—Building an Educational Support Team.

BEST Reform

by Patricia McHugh

In previous years our staff had addressed the particular needs of our school during in-service sessions. Having identified major areas for change, a team of teachers set out to design a program we felt would enable us to accomplish these goals.

The original development team for BEST—Building an Educational Support Team—consisted of me and five other classroom teachers, our principal, and Dr. William P. Deighan, head of the graduate education department at John Carroll University. With the results of surveys and other forms of input from our staff, along with the advice of Dr. Deighan and his knowledge of current trends in education reform, we began to develop BEST. After many sessions of talking, sharing, and reading about other schools, the basic principles of BEST began to take shape.

Our own teachers had expressed interest in expanding and reinforcing curriculum areas but lack of time was identified as the number one reason why making changes can be difficult for the classroom teacher. This same understanding of teachers' lack of time was described by Tracey Leon Bailey, 1993 National Teacher of the Year, in his address at the IMPACT II awards dinner in Cleveland, Ohio on April 30, 1993. Bailey described how amazed he was that after spending hours before and after school, planning for his students, he often felt he had somehow cheated them out of all they deserved and out of all he could offer them simply because he lacked the time needed.

With this in mind, we decided that Building an Education Support Team would begin with the development of a core team of teachers and assistants who would become "specialists" in curriculum areas. The responsibilities of core team members included involvement in their areas of specialty in a manner similar to that of department heads. Teachers and students could have access to individuals specializing in specific curriculum areas—teachers on our staff, within our own building. These core team members would not only become the specialists in their curriculum areas but they would also receive training to develop leadership skills necessary to implement this program.

The core team members' new roles were in addition to their regular teaching responsibilities. This meant that the core team would spend time planning during the summer and at regularly scheduled meetings before and after school. Each core team member would meet with the Board of Education's Department head for his or her particular curriculum area and maintain contact throughout the school year. Core team members would plan in-service training sessions for staff and carry out programs for the entire school involving students and teachers in curriculum enrichment activities.

We decided to implement the program over a span of two years. During phase I of the program (1991-92) we hired teachers for the core team positions of math, human relations, and grant writer. During phase II (1992-93) we hired the remaining core team members for science, social studies, and reading. Each core team teacher has an assistant. The core team consists of 10 classroom teachers, a parent liaison, and an historian. The parent liaison is a paid position for one of our parents who also assists the team with clerical matters. The historian is in charge of keeping track of all data used to evaluate the program at the end of each school year.

Besides the curriculum areas of math, reading, science, and social studies, we felt the need to designate supportive core team members who would also be valuable links in enabling us to carry out our goals. This led to developing the core team teachers for human relations and grant writer. We knew as a team the necessity of addressing human relations within our own school and the realization that success in curriculum areas would be directly impacted by human relations matters such as school climate and self-esteem growth for staff and students. We also believed development in this area should be as ongoing as development of our educational curriculum.

In order to implement our program we produced our first grant proposal and were successful in receiving funding for the first two years of the program from the George Gund Foundation. In the

proposal we stated a commitment to seeking further sources of funding to continue the program after the successful implementation of Phase I and Phase II; thus the need for a position of grant writer. We have recently evaluated the first two years of the program and have developed a proposal that describes our plans for the next three years.

We have completed year two of the program. It has been a long and sometimes difficult journey for our core team members and all of our staff and faculty. As with any program, original ideas and plans were often changed due to the reality of our school environment. We have been able to respond to those changes positively, and we believe that this program has begun to propel our school into the future. We continue to ask for and receive positive feedback from teachers, parents and other staff members at our school. We have started to answer the call for education reform and feel committed to continuing to respond to the needs of our students and the community.

Lessons Learned

I have been a member of the core team from day one. From those very first think tank and brainstorming sessions all the way through the implementation of phase II, it has been exciting, rewarding and sometimes frustrating. As a classroom teacher for the last 10 years, I finally had an opportunity to have my voice heard. I was an active participant in the decision-making process and that directly involved my own classroom experience. My input and ideas were recognized, supported, and assisted by fellow teachers, parents, administrators, and community leaders. It has been refreshing!

As a classroom teacher, it is easy for me to implement my ideas and be the "director" of my productions. Operating as a team member has been sometimes frustrating. Making decisions and carrying out plans and ideas can be a slow process. All ideas and suggestions need to be considered, and decisions made must be supported by all team members.

In order to carry out the plan, each team member assumes some responsibility. This is easier for some than others. We all tackle our responsibilities in our own particular fashion, some more passionately than others. It is through all these experiences that the team learns, grows, and makes changes as needed. The team needs to be flexible, open to needed changes, and understand how it all fits together to make the process of teamwork successful.

The payback for being a team member far outweighs the frustrations. For me it has been an opportunity for professional and personal growth. The opportunities to listen and exchange ideas with my peers and to learn from their experiences has re-energized my outlook on the future of my career in education. I look forward to being part of a team that is actively making positive changes in the educational experiences of our youth. I look forward to the continued success of BEST at our school. And, I look forward to sharing the success of BEST.

—Patricia McHugh

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Teacher-designed curricula, team teaching, and new forms of governance do not always work. To create a climate for change, we have learned from our experience that an individual, a team, a community, all need goals, strategies, plans...a vision of the future. Carol Bantz explains the IMPACT II model for creating change.

Envisioning the Future... A Process for Change

by Carol M. Bantz

Warren Ziegler, author of ***Envisioning the Future*** (The Futures-Invention Associates, 1989), once said: "Persons who do not create their own images of a future world are destined to live out somebody else's images." As teachers we have been destined to live out the images of what schooling should look like as dictated by our forefathers, history, state departments of education, national education councils, local boards of education, and administrators. The voices, hearts, and souls of teachers have not traditionally been part of decision-making concerning schooling in America.

In 1990, IMPACT II—The Teachers Network invited 50 teachers from all over the United States to come together to express and share their concerns about schooling at the Institute for the Future of Education in Snowbird, Utah. I was one of those 50 teachers. After sharing concerns, we were then challenged to take a mental leap into the future and envision what schooling would look like if these concerns were met.

This was the beginning of empowerment for me as a teacher. I left the institute believing that I could make a difference at the school where I teach. I began thinking that maybe, as a staff, we could look at our concerns and create our own image of what schooling would look like if our concerns were met. We did just that...and more!

I would like to share with you the plan that we so successfully used. The workshop was streamlined, from the original five days we participated in at Snowbird, to better fit our time constraints as a staff. The voluntary workshop took place on a Saturday with parents, teachers (90% of the teachers attended), administrators and other school personnel, community business people, a city council member, and our district superintendent.

Why were so many busy people willing to "give up" a Saturday? Because there were growing concerns about such issues as children's learning, teaching, and planning and collaboration time. People came because they cared. They wanted to have a voice in educational reform efforts. The following is the basic outline we used for our futures training:

Envisioning the Future

8:30am-9:00am	**Coffee, Wake-up**
9:00am-9:10am	**Greeting by Principal**
9:10am-10:00am	**Voice Concerns**

John W. H. Simpson

"The only tests against which a new proposal for school renewal can be judged are whether the teachers have been actively engaged in its design and in the end does it help empower them in the way they carry on their work as they interact with children. Any proposal that does not stand up to these two essential tests in my judgment will be irrelevant."

ERNEST BOYER
President, Carnegie Foundation for the Advancement of Teaching

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Participants took a few minutes to focus their concerns on matters that were affecting student learning.

The group used focused listening/questioning techniques and shared their concerns with one other person. This helped to clarify their individual concerns. They then voiced their concerns to the whole group in short phrases or in one word. The concerns were charted by the facilitators (my colleague Sarah Carter and I) as participants shared them. The charts were posted for all to see and experience.

10:00am-10:10am	**Break**
10:10am-10:30am	**Dream a Dream to See Concern Met**

The group took some quiet time to mentally leap into the future several years from the present and imagine that one of their particular concerns had been met. In order to create a more concrete image of how the concern had been met, they considered questions, including these: Where are students learning? What is in the room? Who is in the room? What are students doing? What are they saying? Stress was placed on the importance of being concrete and specific.

10:30am-11:00am	**Share Your Dream (Image or Vision) and Publish It**

The group members were asked to find someone; then use focused listening and questioning to share with each other their concern and how it had been met in their future school. On chart paper each person wrote his/her vision using the following template:

My concern:

My vision for meeting this concern:

Central theme of my vision:

Indicators that the concern has been met: (Specific things I see at school—objects, people, students, environment, etc.)

Consequences of my vision:

Positive:

Negative:

11:00am-11:30am	**Read Posted Visions and Form Interest Groups**

After all visions were posted on the walls, participants walked around the room, reading and taking notes on visions that were similar to their own. They then found those people, and formed interest groups with them.

11:30am-12:15pm	**Collaborate in Interest Groups**

The people in the interest groups were asked to share their concerns and visions, to listen to each other in order to identify common themes, and ideas, and to fine-tune their thinking until the individuals within the group had come together with a collaborative, single vision. It was important to remind the groups to use dialogue, focused listening and focused questioning in negotiating the group vision. (If the group was too large, the facilitators helped divide the group based on their common visions.)

The group's single, collaborative vision was written on chart paper using the same template as earlier. The group visions were then posted on the walls for everyone to see.

12:15pm-1:00pm	**Lunch**

During lunch the small groups met to select a representative to share their consolidated vision with the whole group. Everyone was also encouraged to walk around the room and read the other groups' visions.

1:00pm-1:20pm	**Small Group Representative Shares Consolidated Vision**

A spokesperson from each group briefly explained their chart and members from that group answered any questions from the large group to help clarify their vision.

1:20pm-1:40pm	**Note Similarities and Combine Groups' Visions Where Possible**

As a large group, we looked for a central theme among the groups' visions, indicators, and consequences. We used dialogue, and focused listening and questioning to arrive at a single shared vision. The facilitator charted the shared vision using the same template as before. (This can become the

school's vision statement, created and owned by all stakeholders in students' learning.)

1:40pm-2:15pm	**Return to Small Groups to Discuss Objectives in Order to Achieve the Vision**

The groups were asked to address the following questions in writing objectives: Who? What? When? How? The groups brainstormed objectives, then prioritized and negotiated until they had no more than four. They then brainstormed indicators that would let us know when the objectives had been met. The objectives and indicators were written on chart paper and posted.

2:15pm-2:45pm	**Read Small Groups' Objectives and Indicators, Combine Similar Ones, and Consolidate to No More Than Two to Four**

2:45pm-3:00pm	**Celebrate the Day and Celebrate Commitment**

We spent a few minutes debriefing by having volunteers express before the large group what the day had meant to them. We encouraged one another with the need for commitment to go forward with this infant we had just birthed. The day was packed with total active involvement by everyone. As teachers, Sarah and I acted only as facilitators, so the work emerged from every person present.

There was a feeling of excitement, exhilaration, and fulfillment as participants naturally became a close-working team, expressing their concerns, and then taking charge to establish a plan to meet those concerns.

We are realizing that it is important to understand that the change process itself is very dynamic. To see real change take place in education, we must revisit the question of concerns periodically, since new concerns arise. As situations—personnel, students, curriculum—change, we must monitor and adjust our objectives and time line. We must also have in place a clear method of ongoing assessment of the change process. It is easy to go through a change process, like our exciting Saturday, and not see anything happen beyond that day! Continued dialogue time for the school staff, parents, and community is imperative. Perhaps that is the greatest challenge of all.

The change process outlined above is adaptable to a variety of situations. It differs from strategic planning in that it has the element of futures envisioning to encourage greater foresight and empower participants to take ownership of their concerns and reform efforts. We have also noticed that there is greater "staying power" exhibited by participants. "Staying power" implies the desire to stick to the job, advocate for ongoing change, and patiently press forward to see one's vision realized.

As a teacher, I have developed my leadership skills, and I continue to grow as a facilitator. Working with other teacher trainers, we have provided this training in our own schools, as well as for many other schools throughout Santa Barbara County, California, and at the National Teachers Summit in Miami, Florida. What has been the result? Several elementary and high schools in Santa Barbara County are making major changes and learning to continuously evaluate where they are. We are seeing strong support from school board members and district administrators. My school is in the process of great experimentation as we try out many of our ideas. Our greatest challenge has been finding out how to have ongoing discussions of how we are doing and what we need to do to adjust our objectives. We have written a specific objective in our school site plan this year to address this concern. We anticipate meeting this concern and moving forward to create change for quality learning.

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What was the effect of this envisioning process on the teacher participants? Here's how Quinn Plante remembers it:

One Teacher's Journal

NOVEMBER 1990. Bill Cirone, Santa Barbara County Superintendent of Schools, invites each district to send a change team to the Redesigning Schools for the 21st Century training. The training is scheduled for January 1991 at the county schools' outdoor campus.

JANUARY 1991. The Santa Barbara County outdoor campus is situated in oak covered foothills of Santa Ynez Valley overlooking Lake Cachuma. Accommodations border on spartan but the serenity and seeming isolation make this an ideal spot for the workshop. Our team, IMPACT II Teacher Judith Dunn, Assistant Principal Richard Welch, Board Member Rita Yvarra, and myself, check in early Friday morning.

There is nervous excitement as we observe other participants, and uncertainty and anticipation as we talk among ourselves. Richard and I have worked together for years. We know Judith but have not worked with her. None of us has worked with Rita, but we are impressed with her enthusiasm and willingness to participate. This could be an effective team.

Finally everyone arrives. We meet the facilitators: IMPACT II Teachers Carol Bantz, Joyce Kent, and Leslie Tarbet, and consultants Joan Goldsmith and Ken Cloke. Logistics and ground rules are explained. The purpose of the workshop is clarified; we will receive process training to facilitate change.

Carol, Joyce and Leslie will model the envisioning process which they adapted from the Snowbird Institute for the Future of Education. Joan and Ken will work with us on conflict resolution. We are promised long hours and short breaks. We work 15 hours a day for two days.

The envisioning process provides a framework for conversation about change. Each participant has an opportunity to express his or her concerns about the selected topic, create a vision to handle those concerns, work with others to create a shared vision, identify and prioritize barriers to realizing that vision, and develop an action plan to dissolve those barriers.

Our team develops as we do the processes. We create a shared vision and identify barriers to that vision. The number one barrier is the superintendent. I am excited about the power of this process. I know this would work in our district.

Most of day two is conflict resolution. We learn different ways to look at conflict and techniques and processes to resolve it. Conflict is inherent in change.

Our team is empowered. We commit to producing an envisioning workshop for the Righetti High School School-Based Coordination Plan (SBCP) committee. Rita is an enthusiastic member of this team! We have a sense of what needs to be done.

MARCH 1991. Our team produces the envisioning workshop for the Righetti SBCP committee. Thirty-one people participate—teachers, students, parents, support staff, and the principal. The committee requests that we produce this workshop for the entire staff. We expand the team, adding the principal, a support staff member, two union representatives and two teachers.

SUMMER 1991. The expanded change team works seven days planning a two day in-service to open the school year. The theme of the in-service is "Building a Powerful Righetti Family." Family? At work? This envisioning stuff works.

SEPTEMBER 1991. The in-service is a success, a watershed in terms of participation and action. Two hundred and forty members of the Righetti family—teachers, administrators, clerical and maintenance staff, parents and interested citizens—participate. A special schedule is designed to allow challenge committees to meet. Teachers start writing grants. The esprit committee begins monthly potlucks. The team is asked to produce five more in-service days hopefully resulting in a proposal for a million-dollar restructuring grant.

NOVEMBER 1991-MAY 1992. The team produces five full-day in-services and several half-day follow-up workshops. Our family creates a consensual vision and identifies student outcomes expected from realization of that vision. We design an instructional program around the vision. A writing team submits a grant proposal. Hopes run high. If nothing else our family has started talking to each other.

JUNE 1992. The technology grant I wrote is approved. What can we buy with $55,000?

Quinn Plante (right) leading an envisioning workshop.

CREATING A VISION

We didn t get the restructuring grant. Now what? Several members drop off the change team. We plan the in-service for September. It s hard to be enthusiastic.

I am chosen to participate in IMPACT II's second Institute for the Future of Education. I get inspired, and form a team with teachers Carol Bantz and Jerry Swanitz. We agree to work together at the site level. We are scheduled to present the envisioning process at the 1993 National Teachers Summit in Miami.

We produce an adaptation of the envisioning process. Staff wants to implement restructuring proposals even though we didn't get the grant. We commit to shared decision-making.

Carol, Jerry, and I present "Creating a Vision for Change Begins with You" to 40 Santa Barbara County teachers. Evaluations are validating.

Over 100 people sign up for "Creating a Vision for Change" at the National Teachers Summit. Because of the large sign up, the IMPACT II's national office requests two training teams. Jerry Swanitz, Harvey Green, Carol Bantz, and I present the training. Rebecca Borjas, Wynn Clevenger, Rosemary Cabe, Leslie Tarbet, and Joyce Kent assist.

Despite jet lag and a few logistic problems, presenting the training is rewarding. Evaluations are positive, and many participants report feelings of empowerment and thank us for modeling a process they can use. Several participants express interest in having the process presented at their sites.

"Creating a Vision for Change" is a powerful tool for teacher-led reform. The development of this process and the trainings we have presented are a result of teachers accepting the challenge of IMPACT II's slogan—*Take an Idea and Go Creative.*

Do it! You can make a difference.

—Quinn Plante

Another powerful use of the envisioning process is to use it with students from about grade two through high school. Two years ago I was teaching a very difficult class of sixth graders; many of whom had already mentally dropped out of school and were disconnected with the system of schooling. I freed them to express their concerns about schooling, and then challenged them to envision what the school of the future might look like if their individual concerns were met. I used the same basic plan outlined above, but abbreviated it for the classroom. I invited local architects to class to see the students' rough drawings and hear their ideas. We were shown how architects use blueprints and make scale models. The students were then given an assignment to use their envisioned ideas to create a scale model of their school of the future.

The students worked on the projects at home where parents were encouraged to be resources and to value their children's ideas. The project was so successful that the local newspaper came to see the finished projects. The architects returned and interviewed the students, and said they would like to use some of their ideas in future schools. What a difference this made in my students! They felt empowered, valued, and I even noticed many changed attitudes toward school work. This project, "Dare to Dream," was awarded an IMPACT II Disseminator Grant.

Another sixth grade teacher adapted the idea and received an IMPACT II adapter grant titled, Learning...Under Construction. She had her sixth graders act as Big Buddies to my current second graders. The Big and Little Buddies went through the envisioning process to imagine what the ideal library/media center and other new buildings on campus would look like if their concerns could be met. They then built scale models of what our school would look like after the reconstruction project was completed. As the new buildings were being constructed, the project supervisor, electrician, and architect visited the class, took them on tours, and provided information. The project and learning extended over several months.

There is great versatility in the envisioning process for students and adults. It is important to remember that the person providing the training is merely a facilitator. All the great ideas and positive changes that emerge come from the participants; as owners of the concerns, they are empowered to create a better future.

—Carol M. Bantz

The following NCREST case study documents the results of the IMPACT II envisioning process and how it can effect whole school change.

Santa Ynez Valley Union High School

by Jon Snyder, Director of Teacher Education, University of California at Santa Barbara

Introduction

High schools are tough nuts to crack. The rhetoric of change flows fast and furious from towers of academe, concerned citizens, self-styled experts, legislative/policy edicts and experiments, and newspaper editorials. Foundations support changes in governance, curriculum, pedagogy, assessment, and counseling practices. Thousands of high school communities have accepted the challenge and put forth Herculean efforts, working fingers to the bone. Yet in the larger scheme of things, what they have to show for their efforts may be nothing more than bony fingers. Because it is not only the clothes they wear, the language they share, the songs to which they dance, and the world which brought them forth which has changed; students themselves have changed. Yet with few exceptions, the institution of the high school has remained uncannily imperturbable for nearly 100 years.

Batch processing of groups of students into 50-minute time slots organized by content areas, originally defined, by a committee of 10 men at the end of the 19th century, remains the norm of the 1990s. No matter that the communities in which high schools are nested no longer look like the communities of the 1890s; no matter that the function of the school has changed because the social and economic conditions of today are different than the 1890s; no matter even that the organization and processing of knowledge, if not knowledge itself, is different than it was in the 1890s—high schools remain high schools. Many students, like their parents and their parents' parents, take a year (defined the same way as a century ago) of biology, then a year of chemistry, finishing with a year of physics—even though the sequence was determined by alphabetical order rather than any inherent developmental nature of the content or the learner.

The reasons change in high schools moves in nearly geologic time frames are many. Briefly, powerful forces centered in the natures of communities, students, parents, and high school teachers all play a role. For instance, in many communities, high school athletics serve as a social glue, and thus winning or losing on Friday night becomes the primary criteria of community attitudes, resource allocation, and decision-making. In other communities, high school students, more visible but less "cute" than younger children, become the lightening rod of various community groups unhappy that the world today is not the way they remember it (or at least the way it, in their minds, should be).

Many high school students, waffling ambivalently between the twin needs of independence and dependence, find more sustenance in the five-minute seams of socializing between classes than from the academic fabric of the day. Old enough to be consciously impacted by larger social issues (racism, AIDS, the economy), they are often neglected as essential participants in any solution. They are caught in that nebulous zone of adolescence—neither adults nor children.

Outside of athletics and social events, families find it more difficult than when their children were younger to engage in the school. Their children are in some ways more complicated, wanting their families to be involved, but not too visibly, making the line between acceptable and embarrassing parental behavior both very fine and erratic. When, for instance, is a "stay out of it, Mom" a push off and when is it a cry for help? And when is it both? In addition, the schools themselves can be a confusing maze to the uninitiated or frightened. Unlike in elementary schools, where parents know who the one teacher is, and for better or for worse, know with whom they are to deal, high schools offer a plethora of teachers and administrators and a cast that can change several times over the course of nine months. Finally, for parents, high school is where the rubber hits the road. Their children are older and the stakes are higher. As one parent said, "If my son messes up, the police phone—and you know what happens if my daughter does." A second raised stake is college/career. While noble social skills and self-esteem keep many an elementary school family pleased and proud, the complexity, competitiveness, and cost of career options raise the fears and blood pressures of high school parents. The choices and performance of a 15 year-old can open or close doors many years down the road. Agree or disagree, as long as the "system" requires

41

calculus for college entry, students who successfully complete algebra by ninth grade will have college as an option three years later and those who do not will not.

High school teachers, educated primarily in a particular discipline, often entered teaching driven by a desire to share their enthusiasm about that discipline. Once teaching, they encounter numerous traps that make it difficult either to share that enthusiasm or connect with students. The subject matter they love is defined by 50-minute periods, predetermined sequences of presentation, and the content of assessments which determine their students' future. The students they hope to reach become a blur of the 150 faces that pass through their rooms briefly each day. They navigate nested layers of bureaucracy within the school in their attempts to steer their students to knowledge—their working lives as limited as the students' daily schedules, athletic events, and mandated minutia of a system sent out of control by its intent to control.

This is the story of one high school community intent on transforming rhetoric into reality: how they began, the problems they encountered, the lessons they learned along the way, and where they are today.

Santa Ynez Valley Union High School

Santa Ynez, a rural southern California community located between two coastal ranges, takes its name from the river that flows through it, seeking a pathway through the coastal range to the sea. Founded 111 years ago when several cowboys decided not to get back on the stagecoach north to San Francisco, the town retains a distinctively western air. While still decidedly "whiter" than urban California, in recent years the population of the valley has become ethnically more diverse, and the Santa Ynez Valley Union High School faculty is becoming more aware of the diversity in their midst.

The Santa Ynez Valley Union High School District consists of one high school fed by five small K-8 school districts from throughout the valley. The high school, originally built during the Depression, has been nearly completely refurbished in the past several years, yet retains its sense of history, time, and place complete with a WPA mural gracing the walls of the board room. Santa Ynez Valley Union High School's 50 professional staff serve approximately 850 students from throughout the valley. The superintendent, Dean Anders, doubles as high school principal. His leadership style is described by a local journalist and parent of two school children as "casual and unhurried." Coupled with the small size of the community (school events are "attended by familiar faces"), the result is parents who "definitely feel listened to," and a widespread perception that the school is "open to hearing the parents' points of view and not at all defensive." In general, the staff appreciate their working conditions and enjoy each others' company. At staff retreats, for instance, there is no evidence of cliques, and humor is shared by all.

Change Effort One—Vision

Beneath the comfortable and placid surface, however, is a staff and a community driven to improve the caliber of educational opportunities for its youth. In the summer of 1990, three Santa Barbara County teachers (Carol Bantz, Leslie Tarbet, and Joyce Kent) attended a week-long visioning institute sponsored by IMPACT II. Inspired by the collaboration and camaraderie of the 50 educators from 17 states around the country, supported by the Santa Barbara Public Schools Office, and feeling some obligation to do something, the three local teachers led an envisioning workshop for other interested teachers in the county. This workshop was attended by several members of the Santa Ynez Valley Union High School faculty. As were the original three, the Santa Ynez participants were inspired by the process and decided to "try out" a similar activity with their school. The entire faculty, by administrative edict, began an envisioning workshop on a Friday afternoon in the Spring of 1991. The workshop was planned for two days, but only the first, occurring as it did on school time, was mandatory. The Santa Ynez staff, drawing on the IMPACT II work of Joan Goldsmith and Ken Cloke, followed a similar, if condensed, process as the national institute. Friday consisted of developing individual visions of what their school could be. In small groups the individuals worked together to create a shared vision. Finally, the entire group identified commonalities in the small group visions. By Friday evening, there was a general feeling that consensus had been reached.

The next day, Saturday, about one-third of the staff voluntarily returned on their own time to complete the process. The second day consisted, in the same individual to small group to large group process, of identifying barriers to attaining their vision, inventing strategies to overcome the barriers, and creating action plans to implement those strategies. Jerry Swanitz—social studies/English teacher, basketball coach, chair-

person of the school's staff development committee, participant at the Santa Barbara County vision workshop, and attendee at the second IMPACT II national institute—described the Saturday meeting as "positive, upbeat, and productive." A group of "hard-core conspirators," which ranged in size from six to eight and included teachers and administrators, was so upbeat, that they met throughout the summer of 1991, plotting an entirely restructured school with changed student-student, student-teacher, and teacher-teacher interactions. The first step of their action plan was the creation of "in-groups." In-groups were to consist of 12 student/family groupings with equal numbers of ninth through 12th graders. They would meet once weekly for an hour with a teacher/advisor. The notion, culled from the envisioning workshop, was that personalizing teacher-student relations and increasing opportunities for constructive peer interaction would improve school climate, increase student achievement, and enhance teacher collaboration.

On the teacher preparation day immediately preceding the opening of the 1991-92 school year, the hard-core faculty members, with the full support of administration and the school board, presented the plan. That afternoon they outlined the responsibilities of the in-groups to their colleagues who would be responsible for implementing the plans the following day. Five weeks later, the in-groups were out. The school returned to its previous schedule. In retrospect, hard-core conspirator Jerry Swanitz "can't believe how naive and foolish we were. We thought everyone would think our plan was wonderful." Instead, they succeeded in replicating what Swanitz describes as the traditional change model: "Change goes to chaos goes to retreat." Somewhere between the initial energizing consensus and the implementation of an action plan, the change process was short-circuited and the strategies blew up in a billow of burnt hopes.

Change Effort Two—Re-Vision

Disappointed, as were the students, Swanitz and the rest of the hard-cores did not give in. Many years ago, Swanitz "watched teachers crawling toward retirement" and promised, "I don't ever want to be like that." The hard-cores, their numbers increased despite the brevity of in-groups, decided to do all they could to renew the energy of change. They decided to "back up to where the mistakes were made," find out where the short-circuit occurred and rebuild the process from there. Because the process broke down between vision and action, the group kept three key assumptions from their first attempt:

- creating a common vision is a necessity;
- the whole school (not department or school-within-a-school) is the locus of change;
- the culture of the school will improve when relationships within the school community are improved.

The change leaders added two new assumptions about change based on their first attempt: actively involve more people in the process (not just more staff, but students and their families as well); and take one carefully planned step at a time. In early December of 1992, another full-day envisioning workshop was conducted. The staff development committee planned and led the workshop utilizing Joan Goldsmith and Ken Cloke because of their expertise, but also because the committee was "looking for the credibility" outside experts can lend to an undertaking. Supported by state staff development funds, the staff once again went through the envisioning process. This time, however, the entire faculty remained until the end of the process—envisioning together as before, but also together identifying barriers, strategies to overcome the barriers, and developing action plans to implement the strategies. Together, the staff answered such questions as:

- What are our visions for our schools? How do we articulate a vision?
- What stands in the way of our achieving our vision? What barriers are most powerful? What barriers, if addressed, promote the greatest leverage for restructuring?
- What strategies can we create to overcome the key barriers? How do the strategies build upon one another to create synergy?
- What actions can we take to implement out strategies? What can we do to move our school forward toward achieving our vision?

Since the goal of all this work was whole-school change, the workshop also attempted to teach and model essential components of shared decision-making. Goldsmith and Cloke worked through the following 12 steps with the faculty: **(1)** inclusion, **(2)** joint action, **(3)** clarify expectations, **(4)** establish common goals, **(5)** state key problems, **(6)** identify critical suc-

cess factors, **(7)** develop an action plan, **(8)** create integrated cooperative work teams, **(9)** work team reports, **(10)** obtain feedback, **(11)** evaluate results, **(12)** schedule a retreat.

Following the staff vision process, school time was set aside for a comparable process with 50 heterogeneous students. Students reported being enthused and energized by the process. A feeling that they were being sincerely listened to increased their own sense of responsibility for the school and their experiences within it. In addition, the feedback from the students' confirmed key barriers and strategies the staff had identified.

The student meeting was followed by a seven-hour process with parents and community members held on a Saturday. For two weeks the school placed notices in the local newspaper advertising the day, explaining that this meeting was the third step in an ongoing process (following the staff and student steps), and guaranteeing that common themes from the three steps would be presented to the Board of Education. Nineteen parents, two teachers, Superintendent/Principal Anders, and one board member attended the session. Jerry Swanitz led the process and parent participants appreciated the choice; aside from his energy and expertise, he also is a high-visibility member of the community. He is the basketball coach, sells real estate, and with his family has lived in Santa Ynez for 27 years. Participants reported the day was a "worthwhile endeavor as a forum for substantive discussions on the core of education...It gave all who attended a chance in a casual, unhurried way to have their say—to take their time and really think." At the conclusion of the day there was even a general agreement on indicators that the school was approaching its vision. One parent, in her own words, thought the best indicators would be: "When kids are happy going to school; when they m. e often combine 'good and tough' as descriptors; when parents no longer hear their children say, 'All we needed was five minutes, the rest was killing time.' When this happens, it will be a sign of respect for all of us. It's the expectations piece. Kids want more—not the easy way out. If the school is just killing their time, not challenging them, then the school is failing, and the kids won't like it because nobody likes to have time wasted."

Still, there was some concern. While the small size of the group enhanced sharing, some participants felt the group was not representative of the community—that the meeting tended to attract people with particular axes to grind. Secondly, the district already had a reputation for listening to parents. Would this time be different? Would they, in the words of one of the parents, "take the bull by the horns? be feisty?" Finally, the group identified three "tracks" of students ranging from high academic achievers aiming at elite universities to vocational-oriented students eager for on-the-job experiences and skills. According to one of the participants, "Nobody felt their children's needs were being met but that everyone else's were." The identified strategy was increased differentiation and "more of everything" for all three tracks. In short, the parents' pleasure was tempered with a pragmatic wait and see: "This got it going, but it is going to take more."

Among the staff, the outcome of all this "processing," was a feeling of "so what—something has to happen as a result of this talking." While they gave great credence to the envisioning process, arguing "it is the most important part of change," having a dream was not sufficient. The staff wanted concrete steps outlined in a collaboratively-developed action plan.

Remembering their "keep-everyone-actively-involved" and "one-step-at-a-time" principles, the school carefully culled commonalties from the three workshops and then established six restructuring committees charged with coming up with plans for translating vision into reality. Each teacher had to become a member of one of the committees. There would be no waiting until the end while others did the work. This was going to be whole-school change, and everyone in the school was going to get their hands dirty.

The "agendas" for the committees came from the identification of barriers and strategies developed during the envisioning process and included:

- time-scheduling—this committee explored flexible days, college model night classes, prep days for teachers, and administrator substitutes to create collaborative time for teachers;
- morale/pride—this committee explored student activities, staff/student activities, self-esteem, student accountability;
- teaching strategies—this committee explored cross-curricular teaming, cooperative learning, peer coaching, media and technology, and writing across the disciplines;
- curriculum—this committee explored multimedia choices, student-centered learning, and increased electives;

community relations' ips—this committee explored par ent-school connectedness, business sponsorships, apprenticeships, and collaborative fund searches.

Despite an initial impulse to "do it all," the faculty agreed to implement a new schedule as their first strategy. The staff agreed to double the time allotted to each period and use a 10-day, rather than one-week cycle. One set of classes would meet Monday, Wednesday, Friday, the first week and Tuesday and Thursday the second week; while another set of classes would reverse week one and week two. The daily schedule became:

- First period—95 minutes
- Break—20 minutes
- Second period—95 minutes
- Lunch
- Third period—95 minutes
- "Non-academic" period—55-60 minutes Tuesday-Friday (On Mondays this time period is set aside for teacher collaborative time.)

The "non-academic" period is designed as an opportunity for teachers and students to match up around a particular "activity." The purpose is to allow the joint pursuit of a shared passion and enhanced personal relationships among and between students and teachers. Another significant purpose of the "non-academic" period is the time it creates for teachers "to work together and brainstorm—a great move forward for us."

There were practical and conceptual reasons for the decision to begin with the schedule. First of all, there was already energy in that direction. Secondly, the 45-minute period at the end of the day was convenient for athletes and coaches—both in providing additional practice time and to limit the amount of time missed for road trips. Conceptually, beginning with the schedule, in theory, allows the school to move naturally into two additional areas: content and pedagogy. The thought is that what is taught and how it is taught will have to change with the double length of time students and teachers spend together. There is some indication that this notion is accurate in that much of the teacher collaboration time is spent deciding how to move into thematic cross-curricular learning and teaching.

Staff members had concerns about the schedule. What will happen to those students who "can't even focus for one hour?" "Won't this schedule make it more convenient and attractive to skip classes?" Given the number of athletic road trips and the travel time required, it is conceivable that a student-athlete could go four to five days between meeting with a particular class. Foreign language teachers argued that "research says students need daily doses of language." The concerns were expressed openly and the staff was honest with each other. One of the prime supporters of the schedule change said, "Like the kids, I'm just trying to figure out what we're going to do for an hour and a half together!"

The momentum built through the process, the application of the lessons learned from the first change effort, and the potential advantages of the revised schedule eventually led to a whole-staff agreement to "give it a shot." This decision indicated a significant cultural change in the school from a year and half earlier. The school now seems more driven by a common vision exemplified by a commitment to "have something happen and soon." In numbers, Swanitz estimates that the original hard-core has expanded to approximately 25 percent of the staff; 50 percent of the staff have moved from "'no' to 'it makes sense, let's try it,'" while the remaining 25 percent of the staff remain uncertain but will try the collaboratively developed changes.

In May of 1993, once again using state school restructuring funds, the staff convened another two-day retreat. This time, the agenda, as explained to the staff by the chairperson of the staff development committee was: "We agreed to the schedule. Now what are we going to do with it?" The staff worked with specific pedagogical strategies such as cooperative learning, cross-curricular approaches, and alternate assessment techniques. More important than the content, however, was the process and what it indicated. The workshop was two full days "off-site, far off-site," noted Swanitz. "We wanted some personal time. If our goal is to be personal with kids we have to be personal with each other." The two days were school days so that as the proposed changes moved into classroom specifics, everyone was involved. Everything was done to maintain comfort and focus. Thick, juicy cinnamon rolls were met with near universal acclaim. When complimented, one of the planners commented, "We thought we ought to do it right."

While there were several "external experts," for the most part, the presenters were either Santa Ynez faculty or teachers from schools using a similar schedule, and the pedagogical tool of choice was small-

group sharing. It is not that the school has no respect for the benefits of traditionally-defined experts who lecture. The school staff has come to believe that "learning must come from each other and from trial and error," according to Swanitz. "When something doesn't work, we have to start talking with each other more because if we don't change it will be awful for everybody." The entire process spoke eloquently of a cohesive sense of staff responsibility culminating in the teacher presentation to the school board which concluded the retreat.

The 1992-93 work of the Santa Ynez Valley Union High School community represents a re-vision of its initial vision. Its initial vision, a noble ideal, resulted in the change-to-chaos-to-retreat model of school improvement. The faculty, however, refused to give up on their students, their community, or themselves. They learned that change is not a set of plans to be developed by the few and obediently carried out by the many—not even if the few are trusted teacher colleagues. As adults, the faculty learned and changed and now the school is changing.

On the Cusp of Change

The result of the past two years of effort is a school community that is, in the words of a long-time skeptic, "poised and gaining impetus" to translate vision into education experiences for all members of the Santa Ynez Valley community. Several components have built this momentum. One was a common vision held by a small community of believers who refused to give up. The vision and commitment were simultaneously supported by a connected structure and process. One of the important structures and processes was the national IMPACT II envisioning institute and the envisioning activities used there. Like an ever-widening ripple from a central point, these events brought people together and, in the words of Joan Goldsmith, "really empowered teachers to take on staff development and leadership roles in their schools and in the country." In addition to teacher leadership, Santa Ynez benefitted from administrative leadership and support from more distant sources. The Santa Barbara County Public Schools and the State of California both provided funding for the effort. Finally, the school community had the wisdom to know what they knew and did not know. They were strong enough to request technical assistance when and where they needed it (e.g., the consistent use of Goldsmith and Cloke), but also to use themselves when the answers had to come from within.

Will the proposed changes make a difference for students? Will teachers and students really change what they do in their classrooms? Are the raised expectations of students and their families unrealistically high, especially in a serious economic crisis? Will they only serve as forces of disillusionment? What can be done about larger social problems impacting the school? For instance, a newspaper headline recently trumpeted, "Latino, Anglo Relations Tense at Valley High."

Like an action adventure show, perhaps the most appropriate conclusion is "tune in next time." Still, reason for cautious optimism can be found in the words of a recent convert to the hard-core camp: "Some folks are going to have to change what they do. But most of them are ready to try. Like anything important, this will be tough. But we know that, and we will stick it out."

NAME: Jerry Lee Swanitz

YEARS TEACHING: 29

BIRTHPLACE: Elkhart, Indiana

DEGREES: Bachelor of Arts,
Economics major, English minor
University of California at Santa Barbara, 1965
Standard Secondary Teaching Credential,
UCSB, 1966

What motivates you?

Reformed public education is an integral part of the answer to so much of what is wrong with this country. If public education does not respond to the crisis of what I perceive to be a crumbling society, then I think we are doomed as a nation. This abiding belief MOTIVATES me.

What keeps you going in the hardest of times?

My knowledge that throughout history individuals have made a difference. I try very hard to keep the present moment in proper perspective and hold to the thought that I simply must continue to respond and to try to make a difference.

What can an individual teacher do to change his school?

An individual teacher needs first to step forward and be a leader among his peers in identifying the gut-wrenching, shared concerns about schooling and in envisioning a school of the future where all of those concerns have been met. And then, having done that, he must work with others to develop an action plan to achieve that vision. Then, finally, the hard part, he must lead in implementing the plan and seeing it through the chaos and turmoil that naturally evolve from change to ultimate success.

If I had to do it all over again...

Certainly I would be a whole lot smarter, but I would not be deterred by the foreknowledge of how many obstacles I would encounter, or how much energy I would have to expend, or how much frustration I would have to endure. The task is simply too important!

The School-Based Management Team

Over the last few years schools across the country have been implementing a new form of school governance. It has many names and mixed results. How it is working is the focus of this assessment. Deanne Delehanty's experience in Rochester, NY—a school district that has pioneered this concept—is one that teachers across the country will recognize.

by Deanne Delehanty

In 1987, the Rochester City School District signed a precedent-setting contract with the teachers union—the Rochester Teachers Association (RTA), that included a radical approach to shared governance. School-Based Planning Teams (SBPT) were to be the decision-making bodies for the school. Teams composed of the principal, his designees, teachers and parents would work in a collaborative fashion for the good of students. No longer would principals work in isolation. Teachers' and parents' voices would be heard.

The Superintendent of Schools and the President of the RTA conducted forums to explain the concept of School-Based Planning Teams. Every district employee and parent within the district was invited to these sessions. The forums were held at various locations and times to try to accommodate everyone. Handbooks describing the operations and procedures were distributed. Time was given for questions and answers, and meetings lasted well into the evening. Although we left with a general overview no one was quite certain of the impact of this new form of governance.

Each school would hold its own elections to choose representatives. The number of members on each team was not set. The only directive that had to be followed was that the teacher constituency had to have one member more than the combined other two constituencies (parents and principal designees). Decisions were to be made by consensus, not majority.

The first step was to identify the teams. Teachers discussed their concerns about the effectiveness of such a group. Questions such as: "Would it work?" "Will parents really come?" "Are you going to run?" filled the air. From these discussions came a decision that the teacher constituency should have representation consistent with the makeup of the school; i.e. primary, intermediate, and special subject area teachers. Teachers selected would be representative of the school's cultural diversity. Encouragingly, enough teachers were willing to serve. An election process conducted by the RTA representative was held, and teachers and an alternate were selected.

Letters were sent to all parents explaining the process and the need to have them serve on the team. An informational meeting followed. Those parents who were interested in serving on the team were required to write a short paragraph about themselves and why they wanted to be a member. Voting took place at a scheduled open house and three parents were elected.

Since our team was ready, we volunteered and were selected for the first round of an official three-day district training.

The Training

We met at a local hotel, and each team was assigned a room and a moderator. Trainers from all over the country came to speak to the whole group and were assigned to individual schools as well. One of the main purposes of this training was to "bond" and develop trust among the team members. It was a time for serious reflection about our school (where we felt we were and where we wanted to be). Our thoughts were brought to the table for open discussion. It was a time of real growth for everyone. Our principal heard our desire to be part of the decision-making process and not dictated to. Parents spoke of their need to feel welcome and part of the school environment and not like outsiders to the process. Parents felt inadequate and spoke about how they felt uncomfortable speaking out. It was evident that all of us wanted to work together to meet the needs of our students and improve the instructional program for them. We left feeling hopeful and committed.

"They Gave Us Fluff"

Now it was time to put into action all that we had learned. The giant steps that we had taken quickly began to shrink as we met together. We were all fired up to make change and do meaningful work. Instead, we were handed only "fluff" with which to deal. Instead of taking a serious look at "ourselves"—our school—and proposing new curricular methods, a new structure, and ways to be innovative, we were asked to present ways to make the school more attractive and inviting. Instead of going forward with staff development to encourage teachers to try new methods, we spent hours looking at the state test results. The issue of a discipline policy and its

need for revision was discussed and a team of teachers formatted a new procedure which eventually did go to the SBPT for approval. That then became the topic of conversation for several meetings. This led to frustration on the part of many teachers on the team.

Frustration

To add to that frustration, the principal was still having weekly meetings with the Instructional Council (IC) to make decisions and present his ideas on school-related matters. We informed him that the IC was no longer a decision-making team since SBPT was now in operation. But he had a very difficult time letting go of this group and only reluctantly did so. He still continued to seek advice from some IC members on certain issues and would act on them without our input.

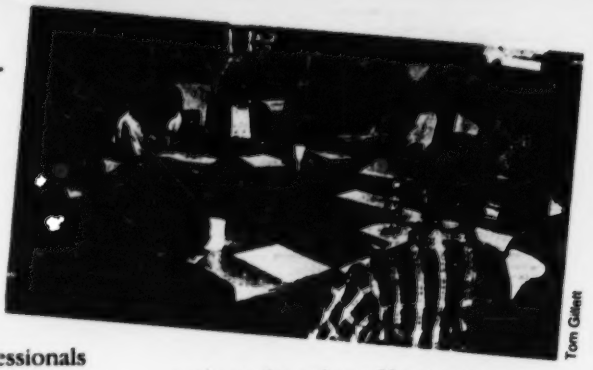
Parents

Parent involvement also became a problem. We had great difficulty getting parents to attend the meetings. We telephoned them or sent reminder letters but were lucky to have even one of the three parents in attendance at most meetings. We offered again to change times, dates, and even provided baby sitting service but to no avail. We continued to function without their vital input which in a very real way was not in accordance with the rules.

The first year was not an effective one but that was understandable. We were all new to this process and it would take time. And actually we were only functional for about six months that school year.

Year 2—Getting Better

The next school year we refined some of our procedures. Teachers on the team were assigned to keep other staff members informed. Non-members were encouraged to sit in on meetings or request time to address the team on school-related issues. That did occur on many occasions. ESOL (English for Speakers of Other Languages) teachers would speak about concerns for their LEP (Limited English Proficient) students. They would note that staff needed training on second language learners who were in regular classrooms. Issues concerning the lunchroom and the assignment of paraprofessionals were brought to the table. These matters were discussed, and decisions were made.



Tom Gillett

The principal began publishing the agenda for the next meeting, stating what would be discussed and what would be decided. This alerted staff so that they could be present if they wanted their voices heard. Unfortunately, only teacher members were aware of the agenda. We also began having various roles assigned for each meeting; chair, timekeeper, secretary, agenda setter. This gave everyone the feeling of being equal players.

The SBPT was also given the charge of developing a five-year plan for the school. This was a major issue and much discussion ensued. There were yearly goals set by the school as well, but these were developed by teachers and then presented to the team for approval. Many of these goals, unfortunately, only related to testing results and what we could do to bring our test scores up at each level. Additionally, the LEP students' goals were different than those set for the rest of the school population. These goals were set by the ESOL teachers and teachers in our special Learning English Through Academic Program (LEAP) classes.

I cannot honestly say that a five-year plan was ever developed by the team.

...And Better

Things began to move ahead as the newness wore off, and everyone realized that this was not just a new initiative that would quickly go away. Principals began to trust and see the value of having a team. Not all principals were so willing and, in many schools, teams would go through the procedure only to find that the principal would do what he wanted regardless of the team's decisions. Grievances were filed and help was sought for non-functioning teams. The large schools had the most problems because their teams had more than 20 members. No one would agree, and deadlocks formed. A process that should have moved a school forward only led to derision and unrest. Parents, too, became disillusioned with the process. Fortunately, help was available, and many schools availed themselves of it. The union (RTA) assigned a school-based contact planning person to answer questions and handle problems. Regular meetings were called to work with the teacher teams, and many schools began to move forward and became energized.

Looking Good

Shared decision-making in these schools is exactly that—shared. All areas of school life are thought about, talked about, and jointly decided upon. Some schools have totally revamped their whole structure by being innovative in approach. Team teaching, holistic approaches to learning, computer technology, volunteer programs, and community connections have happened because of these effective teams. Children and learning have motivated the schools to new heights. Unfortunately news about

these schools does not reach the public. Only the horror stories make good press!

As the process continues to evolve, some schools are being creative in their design of SBPT. I am fortunate to be in a new, innovative, teacher-run school, The Children's School of Rochester, a K-3 program. We are a child-centered school, and our philosophy is to operate for the best of the children, keeping our focus on them.

Kodak 21st Century Project

As an innovative school, we knew that we could not follow the traditional model of SBPT. Kodak 21st Century Project gave us support by assigning a Management Consultant. He has committed 10 years to our school, and helped us envision our SBPT team as a "high performing organization." He worked with us to develop a framework of operation. A star design was used to symbolize our organization. Each point on the star identifies a work group: organizational development, assessment, stakebuilding, facilities, and staff development. The middle of the star is our operations group composed of our principal and staff. Each work group has representatives from every grade level and one-to-three parents. All parents who wish to serve on SBPT may do so.

Teachers and other staff members may serve on as many committees as they choose. Each committee selects a chair to serve for one year, and each year two teachers and parents rotate off to bring on new people. There are no elections; all decisions are made by consensus. We simply talk until everyone can live with the decisions made. Every work group makes decisions about its own area. At times it might be necessary to get total input but not often.

The Teams

Organizational Development Team

In some ways, this team is the overseer. It is the team responsible for directives that come out of the central office, either to handle or to turn over to the appropriate group. Issues of budget and hiring are part of this team's responsibilities. Our Kodak representative is a member of the team, and does leadership training with this group.

Assessment

The impact on our educational process is inclusive of all we do. The assessment team considered our belief in authentic assessment and devised a new narrative report card—no letter grades are assigned. They determined that we would have face-to-face report card meetings with our parents twice a year. Another report card would be directed toward the child. Ten specific questions would be asked and responses would be written on the report card along with teacher reflection. Surveys were produced by this group for parents—one to discuss their own child and one to evaluate the school.

Stakebuilding

The stakebuilding team brings our "message" to the public and helps to build bridges with community members, the board, RTA, central office and our superintendent. The members plan activities to improve parent involvement. They also deal with issues devoted to developing relationships within the school community.

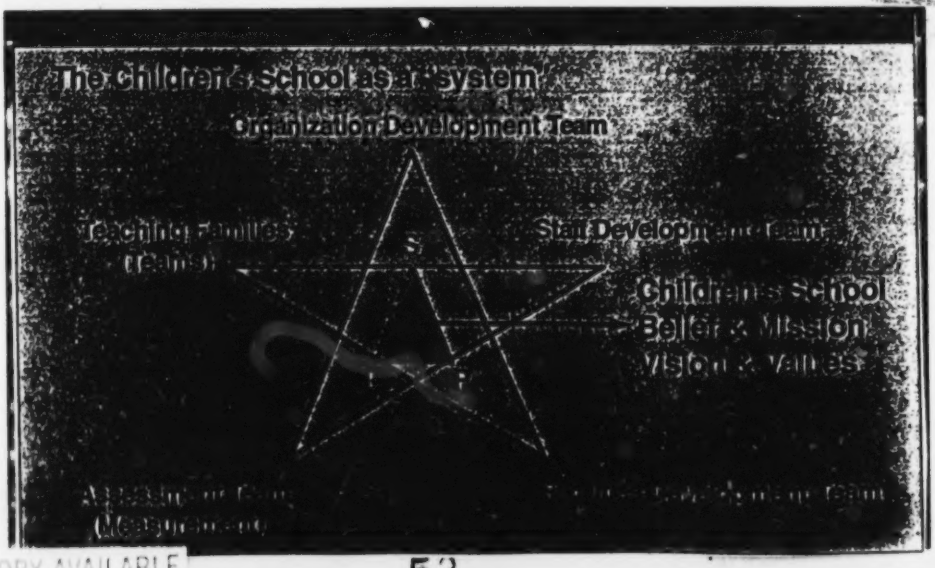
Facilities

The facilities team cares for the maintenance of the school and deals with school safety issues, directly effecting the students' day and the general welfare of all.

Staff Development

The staff development team works to provide needed inserving for staff. The staff gives input to their needs or the needs of the school as a whole and through that information workshops and/or inservicing is arranged. Professional development has at times been provided for the parents of our students as well.

Last year the team organized multi-age activities that involved staff, parents, and community members to explore the possibility of one day developing multi-age classes at our school.



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"Growth does involve pain. It is a giving up of what no longer is effective; comfortable, yes, but not productive. It is a slow movement on a new journey forward. Some of us are runners, some are walkers, and some just want to crawl. Each of us is needed to provide a perspective that might otherwise escape us but NO ONE SHOULD HINDER THE PROCESS!"

Another area that this team manages is attendance at workshops or conferences. Notices are available for teachers to decide if they wish to attend any of these, and staff development through its budget can support teachers' requests. A professional library is also maintained by this group.

Operational

The operational team is made up of teachers and paraprofessionals. Weekly meetings are held to handle daily problems and concerns. The meetings are also informational and provide us with a time for reflection on the work we are doing.

The SBPT at our school is unique within the district. I believe we have the most to offer to anyone who wants shared decision-making to work. By dividing the work load in a meaningful way and giving authority within the organization, we are progressive and effective.

The Vision

My experiences, however, are not unique. I have tried to present a picture of the early frustrations that reform must go through. Growth does involve pain. It is a giving up of what no longer is effective; comfortable, yes, but not productive. It is a slow movement on a new journey forward. Some of us are runners, some are walkers, and some just want to crawl. Each of us is needed to provide a perspective that might otherwise escape us but NO ONE SHOULD HINDER THE PROCESS!

It has been almost six years since we began this adventure. Some schools still are at the early stages where resistance exists. Most schools, however, have ironed out the kinks, are slowly moving forward, and are seeing the value in what can be achieved. A few of us, lucky ones, are there! Hopefully, we can all keep the vision before us. Those of us who have achieved success need to let the others know that it can be done and that we are there to give assistance. The ultimate winners are the children and parents but right along with them are the teachers.

Keith Geiger, President of the National Education Association responds:

"Teachers today expect and receive a much different kind of support than in the past. Once all of our efforts were focused on collective bargaining, grievance processing...these kinds of things. Now as young graduates coming into the teaching profession they expect this organization or any other they belong to, to provide them with whatever it takes to become a better classroom teacher."

Adam Urbanski, President of the Rochester Teachers Association and a major proponent of "reform without permission," provides us with a local union leader's perspective:

"Unionism and professionalism need not be mutually exclusive, in fact, they are complementary. The more we promote professionalism here in Rochester, the more credible the union becomes. The stronger we become as a union, the more capacity we have for promoting professionalism effectively.

"...In Rochester, the teachers union has established a Leadership for Reform Institute in order to promote reform without permission. We encourage the kind of creative insubordination that good teachers have always employed in order to do right by kids. We urge teachers to be agents of reform so that they not remain mere targets of reform."

Urbanski: "I think all institutions, schools or unions, must change or they will atrophy and become less relevant to the needs of those whom they serve."

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Whether the vision and leadership to restructure a school comes from within the school community or is initiated by an enlightened individual, schools across America are "in the throes of restructuring." Here are two very different examples.

Account of a School in the Throes of Restructuring

by Joyce Kent

How does a school of 150 certificated and classified people come to the decision that radical change is needed in order to continue to be a top-achieving school? V-e-r-y—-c-a-r-e-f-u-l-l-y, as the old joke goes. But in reality, that is exactly what happened. The process started in 1986 when the staff began to discuss problems and concerns around the lunch table and in department and faculty meetings. The discussions became longer, more frequent, and more intense until everyone agreed that we needed to step back and examine what was happening.

San Marcos High School has faced dramatic changes in its student population in the last 11 years. From a school of 2067 predominantly white (21% minority) college-bound students, it has become a school of approximately 1500 students (46% minority) who are bound for a variety of post-secondary pursuits. The diversity of ethnic, linguistic, cultural, and economic backgrounds has resulted in a variety of educational challenges, as evidenced by the concerns of the teachers.

Our faculty was striving to maintain high standards for all students, but we had to acknowledge that outside influences, such as mass media and societal shifts in values, had impacted the students' attitude and behavior. In a survey, 95% of our teachers indicated that they were dealing with significant numbers of students who were poorly prepared academically and/or exhibited unsuitable behavior in areas such as work ethic, attendance, and motivations. Thus, we concluded major changes were in order.

Our first step, beyond the staff lounge discussions, was a day-long meeting away from school to start our needs assessment. Before the day was over, we knew we were attempting something monumental, something requiring more than one day and more input from more people. At subsequent meetings, we involved our stakeholders and found them a positive and constructive influence. Forming teams around specific topics, we identified problems and concerns and worked to find solutions. Team members took ideas back to the classrooms and office, talked to students and parents, experimented with various tactics, and constantly evaluated the process. Those were hard-working days, but we were also developing a special bond with our school community.

Our veteran staff (average age 55 at that time) recognized that methods which worked well with our earlier student population were no longer satisfactory. We had been educated by lecturing teachers so that, of course, was the method we perpetuated and successfully, too. Our students had long been top achievers. So why change?

The times, indeed society itself, was changing radically. The faculty needed and wanted teaching strategies which focused on active learners who think and investigate critically rather than on teachers who lecture. We were seeking new ways to ensure that all students learned and had powerful educational experiences which related to their present and prepared them for their future.

Recognizing that some areas of redesigning required new attitudes, rather than new money, we focused on coming together with a sense of common purpose and dedication. We established a supportive environment for professional growth and development, encouraging our staff in self-renewal, in experimenting and innovating to produce powerful learning. Our teachers attended and shared a variety of such pursuits, including national projects in writing, literature, mathematics, and science. Some activities were very successful; other were not. As one teacher explained, "Life is a succession of challenges. Some you win—others you learn from...this turned out to be another one of those damned learning experiences."

Some of our teachers who had been around for some time were skeptical about yet another educational fad—as well they might be since they had seen too many superficial changes run their course and be forgotten. They were realistic (their term) about our ability to make significant changes or educationally sound ones in classroom interactions. No one was forced to attend these activities, but those who did were trying out and discussing new strategies with such zeal that some skeptical ones began to go just to see what all the excitement was about. A few remained pessimistic,

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but others caught the spirit. An article, "Getting Reform Right, What Works and What Doesn't" by Michael G. Fullan and Matthew B. Miles (*Phi Delta Kappan*, June 1992), helped the more optimistic teachers to understand what was happening. The authors say, "During transitions from a familiar to a new state of affairs, individuals must normally confront the loss of the old and commit themselves to the new, unlearn old beliefs and behaviors and learn new ones, and move from anxiousness and uncertainty to stabilization and coherence." It's not that old dogs can't learn new tricks; it's simply that they have to unlearn old tricks before they can absorb new ones. Whether we're optimistic or pessimistic, we all need assimilation time; and for some it takes longer.

San Marcos also recognized that many areas for restructuring could be implemented sooner if additional funds were available and that some areas would never become a reality without funds. The school community came together in creative efforts to pursue restructuring and find resources, both human and financial. With the support of parents and business, San Marcos was, and is, striving for many avenues of funding, such as special interest groups and parent support groups, to raise funds for instructional and co-curricular programs.

In addition, we started searching for possible grant monies. In 1990-91, California approved legislation for restructuring grants and sent out a request for proposals. The thought of money to ease our efforts revived our spirits.

Deciding to write a proposal for a planning-year grant helped us to focus our efforts on long-term goals and map out our strategies more specifically. While our changes had been progressing, we conceded that we needed to clarify our vision.

I had been to national IMPACT II envisioning training in Snowbird, Utah, and several others were trained at the Santa Barbara County Public Schools envisioning sessions. The Snowbird experience was amazing. Who would have thought that 50 teachers of varied cultures and backgrounds from across the nation could, or would, come together on a shared vision! But we had, and so the many personalities and philosophies at San Marcos could also develop a shared vision. Because of that training, we knew we needed to envision what education at San Marcos High School should (and could) be for students and teachers in the 21st century. Once again, we made certain that all stakeholders had a part in the process, knowing that the more people involved with the vision, the more commitment and support we would have.

We went through an abbreviated session, determining concerns, envisioning specifically what we wanted to be happening at San Marcos, deciding on an action plan to make our vision a reality, and setting responsibilities for who would do what. We developed a shared vision of our 21st century school, along with stepping stones to get there, based on five student outcomes. Our outcomes were these:

1. Students will develop the skill and desire to be lifelong learners;

2. Students will learn to communicate and work with peers and adults as active participants in a democratic society;

3. Students will feel valued, have pride in and respect for diversity, and have positive self-esteem while working to the best of their ability;

4. Students as primary stakeholders will assist in creating a personalized, productive, and safe academic school environment through collaborative decision-making with other stakeholders;

5. Students will develop school-focused behavior by participating in a program that includes powerful learning activities and critical thinking skills within a student-centered and comprehensive interdisciplinary curriculum.

Upon completing our vision, we focused on committee work and, after seeking insights and suggestions, proposal writing. Our writing team consisted of teachers, administrators, parents, students, and business people and, of course, the inevitable English teacher to cast an editorial eye over the finished proposal. We were elated when we received the planning year grant, but we also began to wonder if we had overextended ourselves—our self-study report for the accreditation process coincided with our planning grant.

Fortunately, the self-study meshed with our restructuring, but the two together were a monster of a job. We lived through it, though, and even managed to write another winning proposal for a five-year $1.1 million implementation grant. Does that sound as if we were taken care of as far as restructuring costs were concerned? Not at all. The money, spread out over five years, plus the cost of technology, new materials, training, release time, and staff development causes the money to evaporate before many of our goals are accomplished. So we continue to look for grant money to support the ideas we are so excited about.

One of the first changes we made in 1987, well before we received grant money, was to organize a site-based management team. Since we would be learning as we went, we felt it prudent to start small with the council. The first few years, the council was responsible mainly for assessing the needs of the school and allocating money. During our planning grant year, the council took on added responsibility for restructuring. We have furthered our community involvement by having business people on our site-based council, helping to oversee our activities and to plan with us.

A vital aspect of our new performance-based approach to learning and assessing, the personal performance portfolio, will clarify and emphasize, for instance, the connection between what is taught in school and what is required on the job. The portfolio will follow the students through high school, giving not only samples of students' work but also attitude, motivation, and work ethic, such as attendance and punctuality. The assessment was created in cooperation with business people from the Industry and Education Council, and businesses will use the portfolio when interviewing students. We are suggesting that students take their portfolio with them when they interview for college as well.

Another significant assessment will be a senior project, requiring students to illustrate what they have learned in a culminating activity. They will present their project to a group of teachers and parents, similar to an oral final in college.

Other significant changes San Marcos has initiated during our first year of formal restructuring involve TASC (Teachers And Students Communicating), which is an advisory period, revision of our attendance policy, and inclusion of 60 hours of community service for graduation. We have also wired the campus for television with reception in every learning station and closed circuit capabilities. Students have contributed also by producing a slide show on San Marcos' efforts and authoring a restructuring newsletter and a column in the school newspaper.

Community involvement has increased during the past few years. We have formed business partnerships by participating in the California Academy Program, which is actually a school-within-a-school. A group of students (at-risk students are the focus) is programmed together for a block of time, such as four hours, for basic subjects like English, math, and social studies. The students also receive specialized training in areas such as electronics. The teachers have a common preparation period during which they collaborate on teaching, advising, motivating, and assessing the students. A business partner provides mentors for the students, plus part-time work during the school year and full-time work during the summer and after graduation.

Several years before we received our formal restructuring grant money, San Marcos instituted a successful electronics academy in cooperation with Raytheon. When the program money ran out, we lost the academy, though Raytheon still supplies an on-campus teacher for our electronics class. We are planning three such academies in the future: the electronics academy, a humanities/performing arts academy, and a health careers academy in conjunction with our partner, Cottage Hospital.

Other community involvement includes six separate Adapt-A-School-Program business partners (Raytheon, Hendry Products, Your Travel Center, Arco, Bank of America, and Cottage Hospital). In addition, some students are concurrently enrolled in classes at Santa Barbara City College or University of California at Santa Barbara (UCSB) while others are in apprenticeships at UCSB and in the business community. San Marcos is also cooperating with UCSB in a pilot internship program, "Enhancement of Mathematics Teaching and Learning Through Minority Undergraduate Internships." Our plans include expansion of learning opportunities for our students through higher education and community involvement.

Projects we will include next year are these: a video bulletin produced by students, cross-age tutoring, interdisciplinary teams, an alternative learning center, and a Newcomer's School (for new arrivals to the country). We are also researching longer periods, changing our school day, and changing our school year.

We are looking for better ways to handle our many meetings and activities without developing terminal burnout. An approach we will use for at least one quarter next year will be staff development from 7:30am to 9:30am each Wednesday morning with school starting at 9:45am and having shorter periods. Because we were concerned about some of the students having transportation problems or being on campus with little supervision, we will have mini-courses for them during that time. The courses will be taught by community volunteers and will be non-credit on a wide variety of subjects from scuba diving to gourmet cooking to jewelry making to bicycle repair. We had preliminary registration in May, expecting perhaps as many as 250 students. Seven hundred signed up, with the incoming freshman class still to register, plus parents calling to find out if they could attend! We think we may be on to something here.

Has anything substantive or lasting come out of all this activity? That, of course, remains for the future to tell, but we believe in our efforts. The foundation of our restructuring has been involvement of all stakeholders, including the superintendent, district personnel, and school board. We have also established a series of checks and balances: the site-based management council oversees all activities. Next in organizational structure is the Restructuring, Implementation, and Assessment Committee (RIAC), composed of the accreditation steering committee plus the restructuring committee chairpersons. Under RIAC, we have seven committees: assessment/accountability, campus climate, curriculum/instruction, public relations, school day/year, staff development, and technology.

We found that we needed a coordinator, one who was creative, diplomatic, not easily intimidated, and above all, organized. We hired a woman with just those qualities. Besides keeping us focused and

"Problems have been our opportunities though, a chance to learn and to grow.

"Restructuring is like happiness: both are journeys not destinations."

accountable, she tracks all that we are doing and want to do. And since keeping everyone informed is critical to success, she also puts out a weekly update on what committees are doing and handles public relations.

We have an enthusiastic staff—one that is getting younger every year with the hiring of younger teachers to replace those who have retired because it was simply time or because restructuring activities were becoming exhausting. We are fortunate in having a principal who sees what can be and encourages us to seek the vision. Our district has been supportive as well, even when they weren't absolutely sure about what we wanted. I hesitate to think of the problems lack of support would entail. Have we had problems? Have we made mistakes? Of course, those are almost a "requirement" for substantive change. Problems have been our opportunities, though, a chance to learn and to grow. We had to become totally involved in the seeking of substantial solutions so that we would not end up applying bandages only. Our changes are proving to be an evolutionary process; one thing leads to another. While we use our vision as a map, we still may need to alter our route down the road. Restructuring is like happiness: both are journeys, not destinations.

Middle School Reform: The DeVeaux Plan

by Mary R. Zaye

DeVeaux Junior High in Toledo, Ohio, was well on its way to becoming a large-city warehouse in which seventh and eighth grade bodies could play and destroy themselves and the neighborhood for two years of their lives. It was a hodgepodge of faculty and space where the favorite saying was, "You can't get there from here." In 1980, six K-8 buildings were reorganized into K-6 facilities. The DeVeaux building was designated to receive seventh and eighth grade students and teachers displaced from those buildings while the DeVeaux K-6 students and teachers were shuttled off to the two closest buildings of the other six.

The operative behavior for this disparate and dissimilar staff the first few years included survival tactics such as requesting a transfer, deciding to retire, finding another career, adopting a cynical attitude, or accepting the change and seeking ways to adapt one's self or one's surroundings. There was no time or energy left to help adolescents or to create a successful middle-school environment. Sixth graders created frightening, self-fulfilling scenarios from every dreadful rumor they had heard during the summer before they entered junior high at DeVeaux. One recent college graduate revealed that his experiences as a student during 1983-85 peopled his nightmares for years afterward.

So passed the first decade of DeVeaux Junior High School. Among the favorite sayings of the first principal was, "We should look for the light at the end of the tunnel." Cynical staff would complete this with a muttered, "And hope that it isn't another train." The 1990-91 school year brought that lighted tunnel-end closer. A new principal, Earl W. Apgar, was appointed. He has created the climate for change in which we can grow to meet the needs we know our students have during adolescence. Each year Apgar has moved us to another plateau of faculty development using release-time visitations, voluntary staff committees, workshops, and paid in-service as effective tools.

This past school year, 1992-93, was a giant step. Teachers of academic subjects (reading, English, social studies, science, and math) were requested to form clusters the previous spring. By then, we trusted the principal when he asked us to tell him our choices for clustermates, in confidence. We were asked to give the names of those staff members we could work with cooperatively and the names of those staff members with whom we would find it impossible to work. In spring 1992, before we closed for the summer, lists of the cluster groups he had created for the fall were distributed. Discussion about academic improvement began. Planning continued as we returned one half-day early in the fall to plan together over a principal-purchased lunch at a favorite local restaurant.

It is significant to note that the pedagogy involved was not some

spectacular new system of thought. Most staff members were aware of these effective middle schools practices; there just had been no encouragement to apply them to our school in a cooperative design. Our new principal as facilitator helped us move toward our goal. His ability to create the structure, to gain support from central administration and the community, and to encourage staff to become involved, freed and enabled us to work together. An explanation of the experiences and experiments of our cluster this last year provides a view of how one cluster evolved changes together.

The five "teamies" or "cluster-buddies" soon discovered that we had all asked to be together in our choice letters to the principal. Already, our bonding had begun. At our first session as clusters, the principal suggested we create a name he could use for our team. Overnight, our reading teacher created the acronym FLAG meaning Four Ladies And a Gentleman to symbolize the gender composition of our team. FLAGS we became. At first, using a name seemed silly; but, it really did become a unifying factor for both staff and students. Among us we totalled roughly 130 years of teaching experience. As we compared our individual systems of classroom management, discipline procedures, assignment of homework, and expectations for student participation, our philosophical similarities became a strong unifier.

Team leadership never became a one-person task. Duties were shared and assumed by all at various times. One would draw up the meeting agenda, remind all to attend, and monitor progress of the session. Another offered to be our team representative at multi-cluster meetings. Our youngest FLAG volunteered to participate at state and national middle-school conferences to bring back fresh new ideas. A fourth consistently initiated suggestions of plans we might implement. Our gentleman FLAG was our stabilizing rudder so that we kept our agenda limited to what we could realistically accomplish. Mutual respect for our individuality and admiration of the unique abilities of each team member kept us battle-free and cohesive all year.

One of the first cluster innovations we designed was a system of after-school help and penalty sessions for the cluster students. All students would stay with one teacher for a half-hour to finish work, get help, or serve a detention. Three teachers covered three different days of sessions for all five. The other two teamies were on standby if needed. Interestingly, we discovered that few students had to be scheduled to stay for these sessions. Unscientific analysis led us to believe that being clustered created a positive student climate which eliminated the need for excessive detention sessions.

Another valuable innovation was to design a parent-teacher-conference appointment schedule to actively involve parents in the school experience. We had all been irritated by the casual drop-in conference schedule of the past when we spent an inordinate amount of time with parents of students earning high grades; but never saw parents of students who really needed home/school cooperation for improvement. We simply chose two periods of time, one in the morning and one at night and received permission from our supportive principal to schedule our combined students-in-need-of-a-conference-for-change into those blocks of time. Notices of the special time allocations were sent home to all cluster parents. We met in one classroom. A presiding teacher was assigned to conduct each scheduled conference using input from all cluster teachers. Any

DeVeaux Junior High School in Toledo, Ohio.

Dave Crowell

cluster member who was free joined any conference in progress to share in planning changes for that child. Considering that we were dealing with dysfunctional family situations for the most part, our percentage of no-show for appointments was very low. We finished conference time with the shared feeling of having conducted worthwhile meetings to effect positive student improvement. The message that we ALL wanted the best for and from these children as we guided their work was shared and reinforced.

Another innovation we created was a student profile program. We started this project for two reasons. First, we felt it would be advantageous in our large school of nearly 1,000 students to provide them with a means of getting to know each other within their cluster. Second, we wanted a way to provide recognition for quiet students who are often overlooked in a busy classroom. With student profiles we were able to provide students with an interactive setting in which to meet other students within the cluster. All cluster teachers participated in this project. Our camera-capable math teacher arranged to snap each student's picture. Each cluster teacher contributed $15 to buy and develop the film. Our writing-capable English teacher became the copy editor who made final corrections on interviews. Together, we used one of our conference periods to glue the snapshots and interviews on rainbow construction paper adding bright paper frames to compliment the pictures. Our graphic-capable reading teacher created a "Getting to Know You" banner incorporating a symbolic flag and heart. After the display was ready to go up we worked together to put them on the wall for viewing. Our gentleman social-studies teacher contributed the Plastitak to adhere the profiles to the wall. Our science teacher arranged a post-spotlight display of profiles in the main office and her classroom. With carefully detailed planning and a minimum amount of time and writing, we created a successful way to bond together as FLAGS, and to foster student recognition of each other as uniquely worthy people.

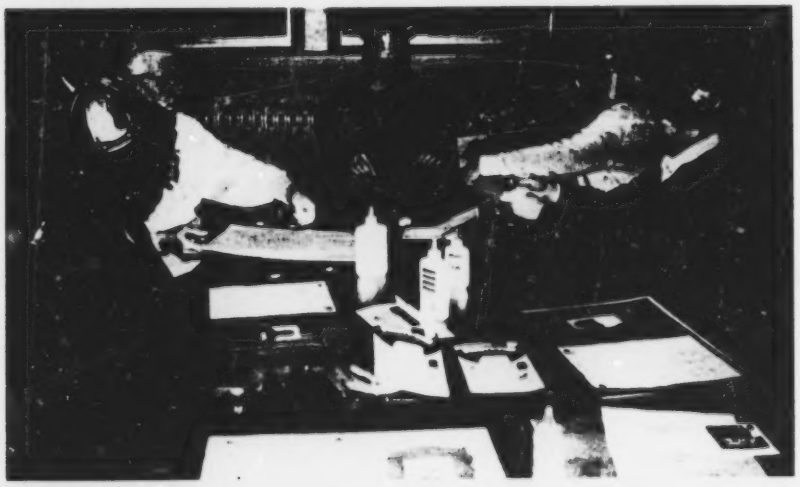
A final innovation we designed was unannounced: surprise team-conferences with individual students displaying troublesome and troubled behaviors and habits. We focused on those kids who really could, with caring encouragement from us as a team, change their negative behaviors and actions into positive ones. We especially tried to identify negative behaviors and habits which were displayed in some team rooms but not in others. Specific behavior modification targets were designed, explained, and contracted for with each of these students. Home contact was established to inform parents of these expectations. We observed dramatic improvement for those few students we met with in this five-to-one setting. This activity began only a few weeks before the end of the school year, during that time when all teachers are trying to hold things together for just a while longer. It was such an effective tool of change that the team is planning to expand the design and use it throughout the 1993-94 school year.

The FLAGS did start to plan one innovation which did not materialize. We wanted to take a field trip together to teach lessons combining all five disciplines. As we began to plan, we realized we had waited until too late in the spring to create an effective plan. We agreed we were just too tired to prepare all the scheduling requirements and the attendant details, so we simply tabled the plans for this year. The trip, we decided, should probably be planned during the fall quarter of the following year.

Repeatedly during the year we were able to assist each other in parent communication. Parents

The FLAG team at work.

Dave Stonehill



"When change faced us we chose to avoid feeling threatened. We decided that individual autonomy was less important than cooperative education."

"Innovation, we discovered, is an on-going, organic process."

occasionally arrived incensed that their adolescent was having difficulty with one teacher. A quick call brought fellow FLAGS into the conference so a complete picture of difficulties could be drawn and plans for the future could be formulated together. Solutions and improvement became the focus of everyone. The support and agreement when working together were enormously rewarding.

What did we learn this year? When change faced us we chose to avoid feeling threatened. We decided that individual autonomy was less important than cooperative education. The FLAGS embraced their opportunity with respect, good manners, and a shared desire for successful innovation. This required a huge investment of time and energy. It was hard work. Success did not come immediately or easily. Innovation, we discovered, is an on-going, organic process. Next year, just watch the FLAGS wave o'er the ramparts we watch! This is the decade for DeVeaux to excel.

Middle School Reform: The DeVeaux Plan Postscript

Having detailed the method to create change used by one team for one year it now seems appropriate to add a postscript to answer the question: What happens when the make-up of the team must change?

That is exactly what happened to the FLAG team. In July of 1993 I retired. Fortunately, this was not a sudden decision; so as a team we were able to discuss who would be an appropriate replacement to keep the team cohesive. The replacement would have to be an English teacher. We narrowed our choices to two women, keeping the four ladies and a gentleman arrangement intact. Both teachers were acceptable to the team, so the final decision was granted to the reading teacher who would have to do major shifting in course work with the new teacher. Our decision was then presented to the principal who agreed that it would be an effective transfer between teams. The new teacher was invited to join the team. She was eager to do so. Team recomposition was accomplished before the end of school. On the last day at faculty meeting, we even had a semi-formal flag-pinning ceremony passing the flag from one leaving to one entering.

By the end of fall quarter the new FLAGS agreed on several things. First, it isn't the same; but then since this is the second time around, it wouldn't have been the same even if no personnel change had occurred. Next, because the reading/English classes have been redistributed between two people, each having one-half of the students, the integrity of every team member having every child has been disrupted. This makes conferencing about and with students more difficult since every student isn't known by every teacher in the team. The FLAGS are happy that four of them know the same students, making it better than the pre-team system. Third, the new teamie has contributed several measures to streamline programs such as student profiles. Finally, all agree that, while not the same, cooperative teaming remains a superior way to meet the needs of both students and teachers in the 90s.

My final, personal postscript is that I am gratified that the FLAGS have accepted me as their volunteer helper. We are planning to meet occasionally over lunch during their conference time. They have already used my help in making the frames for this year's student profile pictures. I wonder if they might want me to arrange that elusive field trip for them? I'm the lucky one with all the free time to make phone calls and contact people during school hours!

—Mary R. Zaye

As teachers open their classroom doors, they are beginning to form new collaborations not only with others in their schools but beyond in the larger community. Doris Griffin reports on the extensive restructuring and community outreach in which she has taken part.

Reaching Out to the Community

by Doris Griffin

"In all but the most impoverished schools in America there are social workers, special education instructors, nurses, psychiatrists, and guidance counselors who could be working with the teachers, administrators and parents, but they are following the medical model and are working one-on-one with children. With only minimal additional resources we can organize these schools into teams that design, implement and monitor programs that help create a learning environment that's healthy and creative for children and the whole community."

JAMES P. COMER, M.D.
Maurice Falk Professor of Child Psychiatry
Yale Child Studies and Associate Dean of the Yale School of Medicine

In 1989 our district, comprised of a high school with approximately 800 students, a middle school with 450 students, and three elementary schools with approximately 300 in each building, began strategic planning as outlined by the Cambridge Management System. This system was developed by the Cambridge Management Group, an Alabama firm specializing in educational planning.

To begin the process, the assistant superintendent selected from a group of school and community volunteers, a steering committee of about 25 people to examine the Ramsey school system in depth. This Strategic Planning Committee consisted of teachers from each building, a senior citizen, a clergyman, a student, a few business people, a borough councilman, and representatives from the administration, the school board, the public library board of trustees, and the school parent organizations.

After an intense and very productive three days away from Ramsey, we had examined the strengths and weaknesses of our educational program and produced a mission statement. We also prioritized 12 areas of concern to be investigated further by 12 ad hoc teams. Other teachers, administrators, and townspeople who had volunteered their efforts were put on one of these action teams as our original committee stepped aside. They had been given the mandate by the Strategic Planning Committee to come up with recommendations and objectives that would flesh out our mission statement for the Ramsey public schools. After a series of meetings—some action teams met weekly—goals and objectives were submitted to the original strategic planning group to see how they could be acted upon.

Some of the 12 areas we concentrated on were technology, readiness and early child development, mainstreaming, development of a middle school philosophy, interdisciplinary instruction, facilities utilization, and public relations.

Our district has provided several opportunities for residents to become actively involved in determining the future direction of education in Ramsey by serving on action teams or on the committee.

The input from the planning that was done during 1989 and 1990 continues to be the foundation for forging partnerships with business, industry, agencies, and citizens groups in town.

Restructuring has taken place on each of the levels. For example, because of overcrowding in one of the elementary schools, we studied the growth patterns of our town and this September redistricting has been implemented. Our new con-

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figuration has merged the K through three enrollments into two buildings and has placed grades four and five in one building. Principals have switched buildings, and teachers have been shuffled around. Without strong community support, there would have been much greater resistance to our solution to the overcrowding.

We are bringing the community into our schools in many ways. A cable TV project, "Ramsey Alive," produced weekly throughout the year by fourth and fifth grade students, is a mechanism at that level for community involvement. Leaders in business and industry have attended "success" breakfasts to talk with students about careers, how to write a resume or how to present a portfolio. Business facilities at Peat Marwick were used for an area convocation of gifted and talented students. Our superintendent held a tea for the area's realtors to promote the schools. Proceeds from the business courses held by the Ramsey Adult Community School are now earmarked for technology. Thousands of dollars have been raised to buy new computers and other equipment for our students and adult school students to share. And because of mentoring, financial support by local businesses, involvement with agencies, and work-study programs, Ramsey has laid the foundation if the state mandates community participation as a requirement for high school graduation.

But the most exciting changes I have witnessed are in the restructuring of the middle school. Initiating teaming at Smith Middle School was the direct result of input beginning with strategic planning when we questioned the current school configuration and program. Was it meeting the needs of young adolescents? Was learning relevant? One action team led by an eighth grade teacher (who had 20 concerned parents, teachers, and administrators on her committee) studied the development and needs of the child ages 11 through 14. They visited and researched successful middle school programs throughout the country. That action team met almost weekly throughout most of the school year and then reported their findings to the Strategic Planning Committee.

The Board of Education saw the need for change and mandated restructuring that began with the hiring of a new principal experienced in teaming techniques. (The former principal had been instrumental in beginning the process before his retirement.) The administration and faculty embarked on restructuring the three grade levels into six teaching teams plus a seventh satellite team comprised of physical education, art, industrial arts, library, music, technology, home economics, health, basic skills, and foreign language. During the transition, parents were brought into the school in many new roles.

"Teachers have more autonomy in planning the curriculum and this leads to teacher empowerment."

As a result, we gained their enthusiastic support for what we were trying to accomplish.

We completed our first year of teaming in June 1993. Reports from parents, teachers, and students are giving the system high marks. We continued community programs that were already successful and added new ones. We have found that scheduling large blocks of time for our projects is easier within the framework of a team. Teachers have more autonomy in planning the curriculum and this leads to teacher empowerment. Facilities are used more efficiently.

What partnerships have we formed? Two with senior citizens. JOY poetry, Joining Old and Young, is comprised of senior citizens and any students who wish to exchange poetry during sharing sessions that are held in school once a month. The seniors eat lunch with the kids. An annual booklet is printed containing art and poetry from the seniors and the students. To celebrate this publication, seniors and kids have a banquet at an area senior center.

Another project involving senior citizens is called "Hotlines to Heaven" in which students converse with a famous dead person over the conference telephone in the library. We have placed calls to the likes of Shakespeare, Edgar Allan Poe, Chaucer, and Johann Sebastian Bach. Once I

Scenes from a breakfast for parents of seventh graders in the library on election day.

"With the advent of teaming in the 1992-93 school year, the parent teacher organization has been revitalized from the traditional back-to-school night visits, chaperoning field trips, and baking cookies to a dynamic partnership."

ascertain what it is that kids want to know about the selected personality, I do research to compose the answers and write the script. I select a senior citizen, ideally a shut-in who has no other contact with the schools. With script in hand the impersonator answers the phone, the kids ask their questions, and the answers mysteriously ensue. The name of the senior is never divulged to the students. This last Christmas we called St. Nicholas who climbed out of his crypt in Italy to verify legends that have become associated with him over the years in European countries. This is an excellent way for senior citizens to get excited about students' learning.

With the advent of teaming in the 1992-93 school year, the parent teacher organization has been revitalized from the traditional back-to-school night visits, chaperoning field trips, and baking cookies to a dynamic partnership. When one team of teachers had repeated conferences with parents about their children's incomplete homework assignments, four parents organized a Homework Support Group. Their children go to the public library every afternoon after school where they are guided in doing homework by a tutor whom the parents pay. Another support group is forming this fall for single parents who feel that they have too little control over television watching, curfews, and other issues that can be attacked more effectively when parents join forces. The school social worker will oversee the progress of this new group and offer guidelines.

There needs to be mechanisms available for parents to become involved, and each team looks for ways to encourage parent involvement. One team organizes parent homeroom breakfasts at the beginning of the school year. Our Asian parents were asked by one team to sponsor an international festival during the holiday season for students. The school sponsors a teen canteen on the first Friday night of each month. Parents run the canteen and teachers are hired to help chaperone the evening.

Three of our staff had initiated a culture bus that takes kids and their parents to culturally enriching programs. Over the years we have scheduled a Broadway show, and tours of the Museum of Natural History and the Metropolitan Museum of Art. The teachers have given control to the parents, and they are now in charge of making trip arrangements after consultation with the faculty.

Another mechanism for parent and community involvement is sponsoring special days. "Wellness Day" has been held twice to educate the community and students about the effects of drugs and alcohol, to stress diet and nutrition, and to address health problems in general. The parents organize the day, procure workshop leaders, and underwrite the cost of a rock band. Although it is held on Saturday, many teachers participate in this learning activity. Townspeople young and old attend in great numbers.

Our Satellite Team planned a Charity Challenge Day this past June. We enlisted the support of the student council to organize a series of challenges that would be met by students on opposing sides. We split the school in half and pitted the blue team against the gold team. Each team represented a charity. The fire department and the ambulance corps were the two benefactors, and they helped us plan the day. Intellectual, technological, musical, and athletic challenges for the students were led by teachers throughout the day. As with all special days at our school, the community is invited to attend. In the month preceding the event, kids raised almost $1,000 by holding a community car wash, a bake sale, and by soliciting for spare change at lunchtime. Everyone loved the Charity Challenge.

Good public relations leads to community involvement in educational projects. The school has to be a showcase for learning. For that reason, all special events and team projects get listed on the bulletin board in the front foyer. When students enter writing contests and poster contests, their entries are displayed in the front foyer. Student recognition assemblies award kids for achievement in non-academic areas as well as academic areas at the conclusion of each marking period. Parents are invited to pep rallies. Newsletters written by the parents, and including a monthly message from the principal, are mailed home. I also contribute articles on upcoming programs held in the library and I list some of our latest print and non-print acquisitions.

Another opportunity for the community to learn more about the schools and the development of young adolescents is by participating in monthly noon meetings held by the librarian (me!) to discuss the literature that young teens read. Each month a different theme is chosen, copies of three titles dealing with that theme are provided for the parents to read. Often I supplement the theme by handing out photocopies of a journal article which I think might be helpful in parenting or in understanding new trends in education. The principal reads at least one of the books chosen and comes to the noontime discussion group.

"More people in town have a vested interest in what is going on in education than ever before. After two defeats, the school budget passed this year, one indication of community support."

Reading teenage fiction provides a window on adolescence and offers a springboard for discussion on issues such as peer pressure, , sibling rivalry, prejudice, young love, teenage problems, and other timely topics. This September we shall begin our fifth year of parent discussions. Last year 40 parents made the commitment and by June only about 15 had dropped out. We also have a parent's bookshelf with titles geared toward adolescent development. When a forum is provided, reading stimulates discussion.

It is the responsibility of the school to educate parents so that they are more capable of making wise educational decisions as they participate in site-based management. This year, the principal plans to institute a panel discussion for parents to attend on meeting the needs of students. The panel will feature our special services area, someone from the guidance department, and selected team leaders. Eventually, as the team leadership council becomes more comfortable in its role, selected parents might be asked to attend occasional meetings and serve on school-based advisory committees.

Partnerships between school and community flourish when there is site-based management. Following the example of business and industry, schools are finding that increased productivity results when the local community of teachers, parents, students, and administrators take creative action for change at the grass roots level.

Jim Johnston reports on the successes his colleagues in Connecticut are experiencing.

In South Windsor, a gym teacher, Priscilla Spencer, and a school nurse, Nancy Mason, have designed a fitness program that involves the entire family. Students—and their parents!—accumulate mileage through walking, so that their school mascot can symbolically move around the country.

In Shelton, Lorraine Tokarski's sixth-graders teach senior citizens computer skills.

In Clinton, Melinda Coletti and Vanessa Reale have designed a program in which their students get involved with senior citizens through a health care facility. They have in-school sessions focusing on the needs of seniors and then students visit the facility every other week.

In Hartford, Jeff Grande uses industrial scientists from the Loctite Corporation to augment the sixth grade science curriculum.

There are many opportunities to involve the community within the schools. The Bloomfield Chamber of Commerce is where I started. I went to the members with two proposals and a dialogue began. Our initial discussions led to several programs. The first was a mentoring program where Otis Elevators provided release time for several of its employees to act as mentors to our at-risk students. Another program involved discussion groups about an author, Gloria Miklowits, and issues she raised in her books. This program was capped off with the author's appearance. Another program which has resulted from this dialogue is Business and Industry Takes Excellence to Lunch (BITES). My colleague, Paula Wyant, designed this program in which various chamber members, such as a law firm and a retirement community, sponsor a luncheon for all students who make the honor roll for that quarter. The business sector, represented by the Cigna Corporation, is also responsible for our honors awards banquet each May. Parents, family, and honored students go to Cigna for dinner. Part of the dinner's cost is underwritten by the business. Awards are presented which are sponsored by Cigna and Southern New England Telephone. All those who have maintained high honor roll status, for example, receive inscribed jackets or watches.

Many of our high and middle schools maintain tutoring programs for elementary schools. Foster grandparents programs come in many varieties. Environmental programs also lead the list for community involvement. We need to make these involvements more visible. We also need to reach out to create other types of programs. Students can help clean and refurbish a camp for the handicapped; they can call a senior shut-in daily; they can serve a charity by doing clerical work; or they can participate in any other number of opportunities limited only by imagination. We need vehicles to get our students involved as contributing members of the community where they can apply the skills that we have taught them.

—Jim Johnston

The Strategic Planning Committee continues to meet, with membership being rotated in a logical manner so that all facets of the community and school are represented as old members leave and new members are added.

More people in town have a vested interest in what is going on in education than ever before. After two defeats, the school budget passed this year, one indication of community support.

Volunteers

by Rebecca Queen

Volunteer projects provide opportunities for community members to exercise both their rights and responsibilities to actively participate in the educational process. The knowledge, skills, and talents the volunteers possess become of double value, because they will have had the opportunity to share them through volunteer week.

Effective volunteer programs require organization. When designing programs for a classroom the teacher is automatically putting herself/himself in an administrative position. The teacher has to recruit potential volunteers, conduct interviews, match volunteers to positions, design their "jobs," manage the volunteers, and schedule hours and

Parent volunteer serving as librarian of the lending library.

Family Volunteer Interest Survey

(For Parents, Stepparents, Guardians, Grandparents, Retirees, Aunts, Uncles, Brothers, or Sisters)

A. CLASSROOM ACTIVITIES

☐ **1. Art Activity Helper**
Help teacher supervise and help students with their masterpieces—or share your talent.

☐ **2. Assist with Writing**
Assist during writing activities and encourage students to express ideas, use invented spelling, read their writing.

☐ **3. Classroom Lending Library**
Assist in setting up a classroom library or circulate materials.

☐ **4. Home Helper**
Assist teacher by working at home on coloring, cutting, making learning activities.

☐ **5. Literature Assistant**
Read to students, tell stories, listen to young readers.

☐ **6. Science Helper**
Help with science lessons, activities, erector set, take apart small motors.

B. PARENT-LED ACTIVITIES

☐ **1. Conduct Career Sharing Workshops**
Present your job to students.

☐ **2. Share Hobbies, Interest, Travels**
Share information about your hobby, interest, or recent travels with students.

☐ **3. Supervise Small Groups**
Work with two or more children on practicing specific skills, supervise small group work, listen to young readers, assist with an educational game.

☐ **4. Tutor Students**
Work with below and above average students who need special help in specific areas.

C. SPECIAL ACTIVITIES

☐ **1. Chaperone Field Trips, Class Parties, Phone Calls**

D. TEACHER ASSISTANT

☐ **1. Clerical Duties**
Contact parents; type; publish students' work; take down and put up bulletin boards; run copier, laminator.

☐ **2. File Papers**
Sort and file students work alphabetically; maintain portfolios.

E. OTHER—SHARE YOUR CREATIVE TALENTS

1. _____

2. _____

3. _____

I WILL BE ABLE TO HELP:

☐ **On a regular weekly basis (check day and list times).**

Monday	**AM** ____	**PM** ____
Tuesday	**AM** ____	**PM** ____
Wednesday	**AM** ____	**PM** ____
Thursday	**AM** ____	**PM** ____
Friday	**AM** ____	**PM** ____

Afterschool (specify time/days)

_____

_____

☐ **I cannot help weekly, but I would still want to help when I am available. My special schedule would need to be:**

_____

_____

_____

☐ **I may be interested in participating in a baby sitting co-op in order to volunteer.**

Name _____

Telephone Number _____

Student's Name _____

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work sites—classroom, hall, home, library—and more.

There is a greater probability of effectively and satisfactorily operating a volunteer project if the following components are kept in mind:

- **positive attitude,**
- **clearly-defined objectives,**
- **centralized administration,**
- **a written plan,**
- **provision for individual or partner volunteering,**
- **specific jobs,**
- **organized recruitment efforts,**
- **procedures for interviewing and placing volunteers,**
- **procedures for preparing volunteers,**
- **procedures for supervision of classroom volunteers,**
- **regular evaluation,**
- **provision for recognition and job rotation,**
- **accurate record keeping,**
- **and a pleasant environment.**

While these components may seem overwhelming I found that I was implementing most of them through the natural progression of my volunteer projects. Handbooks are available containing valuable set-up procedures and forms ready for use or adaptation. Other resources offer free or inexpensive materials. Communities with volunteer centers such as the Junior League are of great help as well as the Points of Light Foundation, 1737 H Street N.W., Washington, D.C. 20006, and individual states offer information through their Departments of Education.

Koffee Klatches

by Robert Liftig and Raymond Pace

The Eastchester Teachers Association (ETA) decided a number of years ago to "win back" the parents in our community. We accomplished this in roughly three phases: getting involved in school board politics, offering classes to our children's parents, and reaching out to senior citizens who were alienated from the schools and often voted "No" on appropriations.

"Of course, we did what any organization on a public relations campaign would do—we arranged for extensive local print and media coverage of all of our efforts."

Phase 1
SCHOOL BOARD POLITICS

We interviewed and endorsed candidates for Board of Education elections, and sent out a letter of endorsement to teachers who resided in our town. We also held what we called Koffee Klatches in the homes of parents, and sent representatives of the association to meet with neighborhood groups and individuals as a proactive response to community concerns.

Phase 2
PARENT INVOLVEMENT

We encouraged our local teacher center to provide classes for teachers and parents (ranging from Teaching Strategies to Microsoft Windows for those interested in participating in their children's computer training). We also held meetings with parents to promote our state association-endorsed parent conference program which is designed to help parents deal more effectively with their children's teachers. Of course, we did what any organization on a public relations campaign would do—we arranged for extensive local print and media coverage of all of our efforts. It was at this time also that the ETA coordinated its efforts with the School Community Council (the umbrella group for all PTAs in the district) to publish ***School Community Newsletter,*** in which good news about our professional staff and our students appear side by side. The newsletter was awarded the 1992 NYSUT (New York State United Teachers) Community Outreach award.

Phase 3 SENIORS

The third of our efforts was the most aggressive, and was designed to build bridges to our previously disaffected senior citizens. Because many of them live on fixed incomes, and none had children in our schools, they regu-

Informal school meetings working for Eastchester

Making a Parent-Teacher Meeting Work

Ellen A. Bitner, president of the Eastchester Teachers' Association and a teacher at the Greenvale Elementary School.

Don't be late. Don't take a younger child along.

larly voted "No" on school budget issues and were often vocal critics of our efforts in the community. High school computer teachers became involved in a number of projects with the Senior Citizen Office for the Aging, one of which involves our high school students assisting the community's senior citizens in typing and editing the ***Senior Citizen Nutrition Center Newsletter*** in the high school computer lab. We also implemented our Gold Card Program. Senior citizens in the community received a "Gold Card" which may be used to gain free admission to sports activities, plays, and concerts. Finally, the association helped organize a Community Resource Program through which community residents with special abilities or experiences (one is a veteran of the battle for Guadalcanal, for example) become regular guest speakers in our classrooms. As a result of our work with the senior citizens, a number of high school students have volunteered to participate in the Meals on Wheels program, and others worked on an oral history project for their English class, for which 75 seniors were interviewed about their lives and local history.

"We believe that our efforts have contributed to an improved relationship between our schools and the larger community. In a time of recession and fiscal crisis, our budgets pass easily."

We believe that our efforts have contributed to an improved relationship between our schools and the larger community. In a time of recession and fiscal crisis, our budgets pass easily. School board members seem to be more responsive to the concerns of our teachers and are more agreeable to shared decision-making. Perhaps most impressive of all, our high school (which at one time was viewed by some parents as place to avoid) has just won the National Blue Ribbon Award for Excellence. (Officers of the ETA helped initiate the project, organize committees and write the report.) Significantly, the comprehensive federal evaluation process involved extensive interviews, not just with students, teachers, and administrators, but with parents and other members of the community as well.

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One of the most exciting teacher-led reforms now emerging around the country are schools-within-schools. In the sampling that follows we have projects organized by a few adventurous teachers as well as elaborate schoolwide efforts. All have had their successes and failures. They have all been great learning experiences.

The Galileo Family Project

by Charles Hibbard, Judith Christensen, Dean Hester, and Gerald DeRyan

Our project began during the 1991-92 school year, with a few teachers who wanted to demonstrate one possible model for restructuring Galileo High School. We took the "school-within-a-school" approach, choosing roughly 95 ninth-graders (ethnically balanced and chosen so as to fill three different levels of math classes) to be members of a "family" during their tenth grade year. Ideally, they would have the same teachers for English, science, and math; classroom policies in those three classes would be uniform and uniformly stressed; students' attendance would be carefully monitored; their parents would be contacted regularly and invited to various meetings and social events; and they would be taken on extra field trips and other group activities. The idea was to pay special attention to these kids, to create a feeling of specialness and community, which we hoped would give them a happier school experience and lead to improved educational performance as well.

For the first semester, we struggled. We called parents any time students cut classes. We harped relentlessly on group cooperation and civilized treatment of other human beings; we organized a parent breakfast and shivered through it under foggy skies in Galileo's breezy courtyard; we held a cookout on the meadow at Fort Mason in a raging gale that nearly blew us to the East Bay. We had conferences with individual students, some of whom continued to cut nevertheless. They whined about our behavior standards, grumbled when we called their parents, and tried to manipulate the philosophy of the project to their own advantage. Some students dropped out, or transferred, or disappeared. At the end of the semester we dropped one or two, whom we had found to be simply too disruptive and uncooperative to work with. In short, for all our efforts that semester, the Family classes seemed much like our other classes, except more work. Meanwhile, we discovered other problems, unrelated to the students, which made the project more difficult than it should have been (some of these are discussed below). We grew tired and, yes, maybe a little discouraged.

As the second semester opened, all four of us began to notice a change. In February we had a very successful parent dinner at the Exploratorium—good food, good conversation, good fun with the exhibits, and best of all, good attendance by parents and families. Our students seemed to be impressed by the fact that their parents were there. In March we had a very enjoyable and successful field trip to the Monterey Bay Aquarium. The kids seemed to be running in a pack, and enjoying each other's company. Was it possible?

They were beginning to express a grudging fondness for each other, and even for their teachers. To use that word beloved of sportscasters, they were beginning to "gel" as a group, to believe—apparently because we were treating them that way—that they were something special. Though it was hard to pin down, there was no denying that the feeling in the Family classes was different from our other classes. As a reward for our participation in the Ed Fund Christmas luncheon, the Gap gave us enough teeshirts for the whole Family. We got our logos printed on them and handed them out to the kids. Something strange happened: they all wore them! They wore them to our final parent cookout (to which, sadly, only a few parents showed up). They wore them to school! They made us wear them to school! Students who weren't in the Family Project came around asking if they could buy one. A hall guard got hold of one of them and wore it to the Farewell Dance! The Family Project had become a fad! A fashion statement! A way of life!

We took one final field trip, to Sausalito. Halfway through the trip, while we were all out prowling the streets of the town, a downpour began. The streets flooded, and tourists plodded by like water rats in sopping tanktops. It was cold, wet, and miserable. The kids loved it. They congregated in the ice cream parlor to scream, laugh, and wring each other out. They complained happily about our instructions to bring sunblock. An undefinable but powerful feeling of success settled over the weary teachers. We were happy, and con-

tent to leave the more mundane measures of victory to Dean Hester, our God of Statistics.

Some Things We Learned

Our warm feeling of success at the end of the year, when all events are dusted with the golden light of June, cannot be allowed to obscure the year's lessons. There were plenty of defeats. For those who might attempt this kind of program, we think it's essential to insist on proper programming for the students.

1 Try to make sure that all the students have the same teachers. We had trouble with this because one of our guiding lights was a math teacher, and math at Galileo is very strongly tracked. Our students were in three different math courses, and to teach all of them our beleaguered colleague would have had to take four different preps. (Our second math teacher transferred to a different school just as the year began.) But we think it's important not to dilute the sense of unity by spreading the kids among too many different teachers.

2 Try to schedule the family classes in blocks, preferably in the morning, so as to attack the first period attendance problem. We also had problems with sports conflicts in the late afternoon classes—something we had tried unsuccessfully to avoid.

3 Again, because of the tracking in the math classes, the other Family classes were unavoidably tracked also, to some extent, leading to classrooms full of difficult students during some periods.

Our efforts to put pressure on students by way of their families were often frustrated by parents who couldn't be contacted, or who were unable to communicate with

"Good ideas are not enough."

Susan Moore Johnson, Academic Dean and Professor, Harvard School of Education, has been looking at schools around the country where teachers are designing new curriculum and other programs. These range from innovation in one classroom to school-wide, multi-grade, multi-disciplinary projects that require re-thinking the very notion of school.

Good ideas are not enough!. Too often the teachers' focus has been too narrowly on their students and their curriculum. They assume that because they know how to manage classrooms that they ought to be able to manage programs. But some skills transfer from the classroom and some don't.

Often a teacher, or a group of teachers, gets inspired and develops exciting ideas, like using whole language or cross-graded instruction or cooperative learning and multi-disciplinary approaches. . . But at the same time these teachers will also underestimate, overlook or ignore the organizational and political impact their new project will have in that school. And if they do recognise the institutional factors they don't want to see themselves as political agents.

But these considerations can't be ignored. Any meaningful new program will need the support of the principal, the district, the union, parents' groups and the larger community. This means understanding budgets, resources and personnel allocations and who has the power over these decisions. In the end, projects that are isolated and without carefully developed links to the rest of the school and community won't get off the ground or will always be vulnerable to being eliminated.

Yes, of course, that has been true...but that distinction between teachers and administrators represents an old way of thinking. What has to be looked at is the basic question of leadership. The current model for leadership in most schools is drawn from the military and the corporate world. This is a male/heroic model of leadership where the authority, the leader, has the answers and everyone else follows.

In fact this model is not consistent with many teachers' values and beliefs or the way they teach. More often they are committed to sharing, cooperation—what is called leading from the middle. The simple fact is that teachers are going to have to help change the culture of their schools, as they are their classrooms.

By the way, that is why teachers who do step forward into leadership roles are often isolated, burned out or move into administration. It is critical that we develop new models of leadership in our schools and in the teaching profession.

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us because of language problems, or simply had no real influence over their kids. For all our efforts to bring parents into the mix, the most we ever got was about a third of them (still a large fraction compared to the usual parent response to school activities), and only a few could be counted on regularly. We were probably more surprised and disappointed by this than we should have been. Our approach was no more a panacea than any other; we clearly lost some students, although we also had some notable successes.

Perhaps most important, we believe the Family idea will function best if the whole school is behind it, broken up into a set of Families, with strong involvement of a majority of the teachers and aggressive and supportive leadership from the school administration. Far too often we seemed to be operating in a vacuum. The students saw us for three periods a day, but for the other three periods they experienced a wide variety of classroom behavior expectations, which diluted the message a good deal. The school as a whole projected a feeling of indifference to the whole idea. This may have had something to do with the long lag time before the group started to pull together.

Despite the negatives and failures mentioned above, all of us reached the end of the school year with the feeling that the project had been a success, particularly in view of the non-ideal conditions under which we worked. Our basic goal was met: the students did finally begin to develop a sense of community, along with tolerance, respect, and even affection for each other. There were some improvements in grade point average—in a couple of cases, quite remarkable improvements. A couple of students who, in other circumstances, would probably have disappeared through the cracks, survived and finished the year in good shape, due at least partly to our direct intervention in their academic lives. As a result of the constant teamwork required to implement our various projects, the teachers developed new respect for each others' abilities and a strong faith in the other team members' dependability. We also got a great deal of moral and emotional support, and (on occasion) consolation, from the regular contact. In a sense, we proved our own ideas about the benefits of group cooperation to ourselves, as well as to the students.

The Galileo Family Project unfortunately died after one year. Two of its four teachers transferred to new schools. In the face of the rest of the school's basic indifference to the program, the lack of district funds, and the absence of vigorous support from the administration, no teachers were prepared to shoulder the cost in time and energy needed to maintain it.

Lompoc Valley Middle School Challenger Program, a Teacher-Initiated and Teacher-Led Project to Change the Nature of the Educational Experience for Middle School Students

by Marianne D'Emidio-Caston, Instructor/Supervisor, Department of Education, University of California at Santa Barbara and Jon Snyder, Director of Teacher Education, University of California at Santa Barbara

Lompoc is a community of approximately 40,500 people located on a windy promontory on the central California coast, one third of the way between Los Angeles and San Francisco. Economically, the community is supported by agriculture, Vandenberg Airforce Base, and a prison. A mild climate, fertile soil, and relatively affordable housing means that migrant laborers, farm and ranch owners, air force personnel, and "snowbirds" from northern climes all spend considerable portions of the year here. The 10,400 students who attend the district's two high schools, two middle schools, and 10 elementary schools of the Lompoc School District reflect the economic and ethnic diversity of the community. Recent immigration of Asians to the area contributes to the multicultural, multiethnic rainbow of students attending Lompoc schools—a student clientele characteristic Lompoc shares with the rest of the state of California.

Vision

One of the community's middle schools, Lompoc Valley Middle School, is in the midst of implementing a teacher-initiated and teacher-led attempt to totally change the nature of the educational experience of their middle school students. Four teachers, Wynn Clevenger, Rosemary Cabe, Gail Meehan, and Gary Smith, have established a school-within-a-school. The Challenger Program, as they have named their effort, is made up of 180 students, 60 sixth, seventh, and eighth graders. Students were randomly assigned to the program from the 1,136 members of the student body. The heterogeneity and utter randomness of the students is important to the team, "We want to create a program that will work for all students, the same kinds of kids that are in all our classes."

The Challenger Program is driven by a desire for all school experiences to be centered around learners—students, families, and teachers. The essence of their vision can be crystallized into three interrelated themes: changing learners and learning from passive to active; providing continuity and accountability; and creating a human community.

Passive to Active

The four teachers on the team worry that:

"The kids are in a 'school boy' or 'school girl' culture and that culture is fed by anonymity...The students and families have no ownership in the learning process. It's just like the old doctor/patient relationship. They look to teachers as 'the experts.' They are passive, they talk as if they aren't part of the process."

Lack of student involvement in school inherent in such comments as, "The teacher gave me a C"; "The teacher gave me an A", concerns these teachers. Such comments shout that the "students don't own the learning process!" Passivity and lack of ownership leads to anonymity, disconnectedness, and irresponsibility. One of their visionary goals is to fill the passivity with activity. They recognize that if their students are to act upon the belief that "the school is for them," the school and all the people within it will have to change.

"We have found too many ideas and directions in education which propose [that] the *what* or *how* the teacher teaches is all that matters in the classroom. We doubt the assumption that, simply by changing how teachers teach, students will become more successful learners. We believe that the structure and environment of the classroom, the vision of the teacher, and the capacity of the student will all need to be enlarged and humanized in order for education to meet the needs of our students now and in the future. We are rejecting the assembly line model, which sees our schools as factories with each isolated teacher at a particular grade level responsible for a specific component of a student's education."

The move from passive to active demands a comprehensive shift, not just in the areas traditionally targeted for change but perhaps, most importantly, in the hearts and minds of the students, teachers, and community.

Continuity-Accountability

A second component of their vision is continuity and accountability. All four teachers agree that to construct and maintain continuity, the school must provide "a consistent program for three years. ...We reject the idea that bonding and reaching the full potential of our class community can be accomplished in the 10 months between September and June of any one school year." In addition, continuity provides greater possibility of professional accountability for the success of students: "The only way I can honestly find out if they're carrying anything over, to evaluate myself (am I making a difference?) is to keep the students in the project for three years."

Besides the notion of professional accountability, which the four teachers take seriously, there are other important benefits to the continuity provided by maintaining a cohort group for three consecutive years. In years past, Challenger Program teachers faced a new set of dispersed, scattered, and unknown students each fall. This is the problem facing nearly all teachers when every student in the class is new: "So much is lost at the beginning of every school year establishing community in my class. Now when they come back, it will be just like we left a week ago. I won't have to teach them the rules of every lesson all over again." Still another advantage is the increased potential for building on foundations from year to year: "The real change will be next year when they aren't shoved back into a textbook, when they continue to work on the same kinds of social studies projects and same kinds of things in math."

Given enhanced group interactions and consistent instructional methods made possible by three coherent years together, teachers expect to see growth in their students' academic, social, emotional, and physical development: "Real cooperative learning is our goal. We don't have it yet and we know it will take time." Time is indeed an essential factor for it is time together over three years, extended time for class periods, and time to plan that the new program relies on to build continuity and accountability, enough time to truly make a difference.

Community of Learners

The third component of the Challenger Program vision is to establish a community of learners that includes students, families, and school staff.

"We want our students to begin to see themselves as lifelong learners belonging to a special school community bound together to achieve common goals, each person taking responsibility to do his/her part and to support and encourage every other member. We suspect that too few models of teamwork exist in our students' lives. By seeing their teachers cooperating, sharing and supporting each other, negotiating decisions and practicing creative problem solving, we hope that our students will see the merits and consider the possibilities of this form of interaction."

Team members feel that a community of learners is necessary to support the first two elements of their vision: "In order for the kids to be successful they have to buy into it—the effort and the motivation. That's what schools ought to be all about—adults learning, young people learning." Rosemary Cabe describes the ideal of a community of learners as her motivation for teaching: "That is the heart of teaching...the air of learning surrounding all of us."

The team has entered its work together with eyes open. They realize they are on a time-consuming, energy-draining and potentially debilitating journey—a journey of risks far greater than remaining in their classroom egg crate. "It's an enormous amount of time this way and always will be." They are energized, not discouraged by the challenge. When all three components of the Challenger vision are transformed into practice, team members are convinced their arduous change journey will have been worthwhile.

"We choose to involve ourselves in the ongoing process of our students' educational development. It is our belief that integration, continuity, and shared vision will enable us to develop in our students the capacity and ability to become the kind of interdependent and supportive community where students become truly responsible for themselves and responsive to each other."

Vision to Action

To transform their vision to action, Wynn, Rosemary, Gail, and Gary have set about enacting a program that is based on a relational way of thinking about how students learn, how curricula should be organized, and how teachers can work together. They are creating an environment with a changed conception of content, changed daily schedules, changed interactions and activities with the classroom, changed relationships among teachers, and changed relationships between school and families.

Changing "Content"

Essentially the Challenger Program is dispensing with the notion that knowledge consists of pre-determined chunks to be discreetly served to passively comprehending students. "We need alternative ways to look at things," says Wynn. She continues:

"Change is the most difficult thing in the world when you have your curriculum all set up. You have 180 lessons for exactly 45-minute periods. No one really bothers you. If it's okay with you, there's no reason for change. You know exactly what you will be doing. Besides, it is hard to collaborate with other teachers, to break away from the history lecture or the discreet content areas when you are only trained in a single subject."

The Challenger Program wants to conceive and construct knowledge that is connected to the world the students know in order for the knowledge to become the students' own to use. To construct such learning experiences with students, the teachers need rich life experiences and fertile knowledge that transcends traditional discipline domains. Wynn ponders that "actually it's the humanities," and offers some examples of the way content is integrated so the students can see connections between ideas and across disciplines:

"When I'm doing the Middle East, the students can be learning calligraphy and arabesque art. Or when we study Japan, they can learn haiku and brush painting. We need to incorporate the art and music to get a true feeling for the historical periods. If we are studying the Phoenicians and they're role playing an ocean voyage, they will need math to navigate the ship. Therefore, we find ourselves doing math during a social studies segment."

Another "in practice" example of the changed conception of content is the use of thematic instruction where content is presented as it is needed. Building knowledge through themes helps students make sense of what they learn.

Daily Schedule

Content cannot be "de-chunked" unless the day is "de-chunked." Extended blocks of time for students and teachers to work together are essential if students are to construct knowledge based on their ability to connect content to life and content to content. The Challenger Program has organized the instructional day so that the sixth graders have five periods out of seven in the program, the seventh graders have three periods with the program and the eighth graders, two periods. Challenger teachers have discovered that only the sixth graders have the kind of schedule conducive to their vision. As a result, the program is "negotiating" for one more collaborating teacher, a science teacher, eager to enter the Challenger Program. If schoolwide issues can be resolved, the addition of another adult will provide the personnel and time resources necessary to create a schedule for sixth through eighth graders that is consistent with the philosophy and vision of the program.

Besides the maintenance of cohort groups for the full three years and extended class periods within the core, another traditional school structure the program has changed is the rigid grouping of students by grade level. Every Wednesday, for writers' workshop, students are grouped so that the eighth graders can work with the younger students. Wynn and Rosemary are clear that it will take time for the cross-aged groupings to really work. For instance, early in the year student "comments were all based on personality." After a year, however, they harbor high hopes that "when these sixth graders get to eighth grade, they will have three years of writers' workshop behind them. They'll know how to really help each other with the writing process."

Interactions and Activities Within the Classroom

Structural changes do not amount to a hill of beans if what happens during those longer blocks of time over three years do not also change. Five periods a day for three years devoted to the misery of mundanity do not a productive school life make. To transform vision into reality, the Challenger Program uses cooperative interaction, peer teaching, and reflective processing of both cognitive and affective elements of experience. The teachers feel these mechanisms encourage the formation of a learning community facilitated by the teach-

NCREST Case Study # 3

ers' collaborative process and sense of mutual responsibility. Two classroom vignettes provide a taste of the educational feast shared by members of the Challenger Community.

The writers' workshop is still an awkward time for the Challenger students. They are seated in moveable desks facing the center of the room when they begin the lesson. Although it is early spring, interaction is characterized by tentativeness and shyness, as if students are not yet comfortable with the idea of working with others who aren't their same age (or in their regular cohort). On the chalkboard is a circle with the word orange written in it and several spokes emerging from the center. At the end of each spoke is a lesson segment: "What if," "Write off a line," "Text render golden lines," "Jump-in reading," and "Silent reading."

Silent reading is just that. Even students who do not appear to be reading do not disturb the others. The jump-in reading begins with Wynn, who after reading several lines aloud picks the next student to read. From that point, students take turns as they feel inclined. Reading out loud is embarrassing for some of the students. Many readers are barely audible. Not everybody chooses to read.

The next segment of the lesson seems less threatening. Students are asked to underline the lines that have the most meaning to them, then share them with the class. Nearly all students participate. They are then asked to choose a line of the text upon which they are to expand. Wynn clarifies the task: "Start your own piece of writing with a line from the story. How can you connect this line with something in your own life?" After Wynn solicits several models, the students begin to write their own stories. Like her students, Wynn writes. There is plenty of room for creativity, and for most there seems to be little difficulty getting started. One girl begins, "Bright red rouge, I remember my grandmother always wore rouge..." She has made a connection between the story they have read together and her own life.

Ten minutes later, most students have at least half the page covered in text. Some are rereading their work, making changes or adding new ideas. With a signal from Wynn, students turn their desks to each other and begin to share their work. "Have at least one person listen to your writing. Discuss it. Tell how you feel about it. What did you really like?" The students read their work to each other, and the class takes on a restaurant-like buzz of multiple conversations. One group is made up of two boys and two girls. While the first three shared, the fourth withdraws, putting her head on the desk. One of the boys encourages, "Come on, it's your turn. You can do it! Go ahead, try it!" His enthusiasm is infectious, and the girl begins to read.

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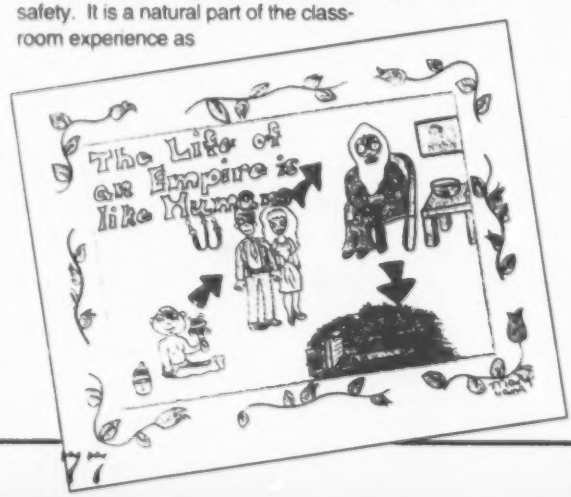
Late April in Rosemary's sixth grade, the morning class has just completed cooperatively structured projects on ancient Hebrew civilization. The projects have been weeks in the making, and today is presentation day, the day of reckoning. The classroom is set up with the tables arranged in a square, one front and center for the presenters. One student has the responsibility for videotaping the event so the students can later watch and critique their presentations.

The range of information is broad, covering common life, religion, government, art, medicine, important battles, and rulers. Students have charts and maps, models and written reports. Some are comfortable speaking in front of the group, some speak haltingly and forget their information. While not everyone takes notes, students in the audience are conscious of any little noise that might be picked up by the videotape. They move their chairs with great care not to scrape them across the floor.

At the end of the first presentation, the group receives the applause of their classmates. Rosemary asks, "Before we turn off the tape can you give some hints that would help the next group? Can you share any thoughts you have about how this project worked for you? Processing is important so we want to have it on the tape." It is this level of interaction that brings the meaning of the experience home to the students. Personal processing is also an indicator of trust and safety. It is a natural part of the classroom experience as



Rosemary emphasized, "It's just as important that you listen to each other's processing part."

One boy begins, "It's not as easy as it looked. I was really nervous, but I think I did okay. You may think you have a lot of information but then it ends up being not so much." Another comments, "Don't write it down cause you can't make eye contact with the audience. It's better if you just know everything." Another adds, "I didn't really make contact because I was really nervous." A girl, somewhat amazed, realizes, "I thought it would be easy. I thought I had a lot to say but I didn't." The students are honest in revealing their weaknesses, and their classmates show the respect that the difficulty of honesty deserves.

Reflecting on the day, Rosemary spoke of the importance of processing. "Collect, Select, Reflect. We do things, then we reflect on them so we can do it better. We act as if these processes are givens. But they are not. You have to teach them." Rosemary wants the students to realize the process of learning: "It's the *process* rather than the product that they can learn to apply to the next project. We have to consciously bring them to pay attention to *how* they do it."

If "community of learners" is to be more that a catchphrase, Rosemary and her colleagues believe they must apply the same standards to their own work. "How do you get the students to do something when the teachers don't model it for them? How many of us really look at our process?" They also believe they must reflect with each other as a team. Rosemary states, "We feel most comfortable addressing the role of learner and teacher as team members."

While these vignettes are singular moments, they represent the types of classroom interactions fostered by the Challenger Program. They offer a sample of what can result when students genuinely own the learning process and an authentic position in a learning community. When this happens, Challenger teachers are convinced, "We can make a difference!"

Changing Teacher Relationships

For teachers and students to work differently together, teachers must work differently together, too. One of the first steps the Challenger teachers took was to negotiate a common preparation period. This opportunity to meet within the school day and not on the exhausted edges of their private lives makes it possible for teachers to "really stay in touch and maintain consistency over the three-year period."

Close communication between the four teachers is evident. Wynn enthusiastically describes her sense of professional collaboration and community building, "Teamwork takes time as well as the capacity and ability to give and receive encouragement and support. I really like this...we are all equally invested in kids learning...somebody else cares about them besides you and that's a great feeling." Rosemary asserts that it is the teachers working together that make the change journey possible. "It would be impossible to do this by myself. When I'm ready to throw in the towel, Wynn or Gail won't let me."

Changing Teacher-Family Relationships

Student achievement does not reach its full power without recognition and acknowledgment from the home and the community. The Challenger Program makes continuous efforts to engage families in the education of their children as authentic members of the learning community. The first, and ongoing, step the program took was to meet with families: "We had parent meetings...at our first one 50 percent of the families came, but they were mostly white and at the higher level of income." While pleased with the turnout, the teachers were concerned that "we weren't getting the ethnic diversity we have represented in class." Based upon comments from parents, they held a small dinner meeting to which families representing different ethnic groups were invited. At the meeting, the parents requested "a smaller deal—dessert, not dinner and suggested a better use of time would be to invite speakers on special topics of interest." Speakers were invited and a telephone tree was set up with an interpreter for non-English speaking parents. At each parent meeting, we share another piece of the program each time. We ask the parents, "What do you want the school to look like?" Other meetings have discussed statewide tests and the new California curriculum frameworks.

The Challenger Program is also intent on making sure that what happens at school is visible to families. Since the processes of learning are different from the way parents learned in school, it is invaluable to have parents see the class. Over the first year, the team has continually explored and experimented with a variety of formats. For instance, at one planning meeting, Rosemary suggested using a news format in the videos that kids are making. "We can have them talk about the event and then splice the tape so that the parents can see that learning experience on tape. And the kids can

remember what they did during the year." Rosemary's colleagues provide fertile ground in which her creative idea continues to grow, and the vision is well on its way into action.

Parent conferences are one traditional means of teachers informing families of a student's progress. The Challenger Program sees parent conferences as the student's opportunity to be publicly accountable for what he or she has learned. By the second-term parent conferences, the students have progressed towards accepting more responsibility for their learning. They have constructed portfolios of their work which they share with family and teachers at the conference. Some of the parents are more accepting of this assessment method than others. Undaunted, the teachers are working slowly, recognizing that change takes time and effort. Many parents are warming to the idea of students taking ownership of their learning.

Summary

Conceptual, structural, and pedagogical changes act together to create a different kind of experience for the entire school community. The following vignette exemplifies the extent to which the Challenger vision has been transformed in practice within one year.

Following an absence, Rosemary returned to one of her two sixth-grade core classes. The class custom is for classes that "behave" for the substitute to be rewarded with donuts. The other core class was praised in the sub's notes, and their donuts were visible. During the course of the period this sunny spring day Rosemary returned a set of papers. She indicated she did not feel these assignments reflected their best work and compared their work unfavorably with her other sixth-grade core. It may not have been the best thing to do, but Rosemary was disappointed.

With three minutes left in the period, the uneasiness in the classroom erupted into angry, yet controlled frustration. Students complained bitterly, and then the bell rang.

Some teachers would have ignored the whole incident. After all, what does it matter if the group does not get a reward when they think they earned one? Besides, there is social studies and English to study and little enough time to get through the curriculum. But Rosemary was troubled by the students' energetic vehemence and the fact that the issue was left unresolved. She immediately went to her colleagues with the story. She asked Gary if she could trade classes during math time, so she could continue the discussion. He agreed to switch classes. Later, reflecting on the incident, he commented:

"I don't know if we impose it on them or not, but it seems that each group tends to take on a class character. That class is just more feisty. They're smart, they're just more feisty. When something like the "donut incident" occurs, it's really important to get it out and get it settled as soon as possible *before* they go home. They needed to decide on something as a class. Besides, if Rosemary asks me a favor, even if we weren't in the school-within-a-school, I would do it for her. We're friends. It doesn't help me if the kids see teachers as being unfair. One period of math is no big deal."

What Rosemary and her colleagues knew was that her students' ability to express their feelings about their peers and about her was as important as any lesson she could teach them. Expressing their strong feelings of unfair treatment and rivalry with the other core, while painful for Rosemary to hear, was part of their taking responsibility for their life in school. The students felt safe enough in her class to tell her their real feelings and Rosemary and her colleagues recognized and acknowledged their right to do so.

Several weeks later, the "donut incident" resulted in a decision to have three or four representatives of each core class meet to discuss issues as they emerged. "So now we have representative government and the students feel better." On the books, democracy is "covered" in Greek and Roman History. In the Challenger Program, democracy is learned from experiencing the need for representative government as it emerged in the "donut incident."

This incident, which might go unnoticed and unresolved in a more traditional setting, did not slip through the cracks in the Challenger Program. The program offered structures and processes: where the learning process was not limited by traditional conceptions of disciplined content; which were flexible enough to adjust to the learning demands of the students; and were supportive of teacher collaboration.

Issues

Rosemary, Wynn, Gary, and Gail certainly do not claim to have transformed vision into reality or to have all the answers. In our first meeting with them, they were careful to point out: "We're in the process. We haven't found out anything. We don't know what it will look like, how it will feel, what we will be three years

from now." In the first year of their work together they have, however, found themselves on the horns of at least three inevitable dilemmas common to school change.

The first dilemma is the tension between individual and organizational needs. As individuals, these teachers desire change and have banded together to change, yet they are embedded within an organization responsible for the needs of many. They have decided, as a small community of believers, to forge ahead—with or without the rest of the school. There is the predictable animosity created when any group is singled out for recognition. The Challenger Program has been "granted" common preparation periods, is having this case study written about them, has been videotaped and visited repeatedly by the Santa Barbara County Office of Education. Because of what some others see as preferential treatment, the balance of the larger organization—the school—has been thrown out of its traditional alignment. On a larger level, the district and the school must decide if Lompoc Valley Middle School should be organized into multiple "schools-within-a school" or whether the Challenger Program should strike out on its own—escaping the larger organization by forming a school in its own building and free from larger organizational demands.

A second dilemma is the tension between the inherent ambiguity of teaching, which requires flexibility and flow, and the inherent desire for certainty, which requires control and the specific placement of responsibility. On the one hand is the need for teachers, time, and content to be fluid enough to allow for the kinds of interactions found in the "donut incident." On the other hand, there is a desire to assign responsibility to specific individuals for the delivery of specific content by a specified time. Schedules, curriculum guides, standardized assessment procedures are all attempts to take "chance" out of learning, to offer some certainty that the desired outcomes of schooling are actually occurring.

The tension is heightened when teachers collaboratively share the responsibility for student learning. The Challenger teachers' belief that student outcomes are enhanced as a result of their shared efforts conflicts with the desire to assign a clearly identified and rewarded task to each teacher. In the case of the desired science teacher for next year, Gary is doubtful that another teacher will be assigned to the program. "They see it as less of an integration if instead of one teacher teaching math and science, there are two teachers. They can't account for the collaboration and integration of content areas. Who is responsible for what learning outcomes?"

A third inherent tension faced by the program is values of choice versus values of equity. For instance, the Challenger teachers wanted to make sure they had the same kind of students as everyone else in the school—an equity-driven concern that a particular subset of families would choose this type of education for their children and skew their efforts. They wanted to be able to say that their families are like all other families—that they have to work for a living and have the same conditions inhibiting engagement as other families. They have not entered the program with an "unusual" commitment or an atypical power to choose "something better" for their children. The teachers wanted to be able to say "if we can make it work with these students and their families, so can you." Therefore, students were assigned according to the rules that apply to everyone. As they moved into the year, however, the teachers realized that family engagement would be improved, and thus the program as well, if families had the power to choose to enter the program. Choice equals power and the vision of the program is families and students who seize the power of their education. Thus, while the placement of students decision has in some ways hindered the progress of the program, the teachers can indeed say we have accomplished what we have with "regular" students.

In teacher selection, however, another instance of the choice-equity tension, the Challenger Program opted for choice. A self-selected group of teachers, a group who by their own admission put in inordinate amounts of time, have formed their own community. Unlike the families, the teachers chose to be involved. Thus, while their efforts with students might be exceptional, the argument can be made that their work is not a viable model for other schools. "No wonder the program is so good," critics could complain, "they took some of the best teachers in the school." In addition, an equity concern can be raised about the caliber of educational experience for those students not in this program. Still further, if the building divides into multiple "schools-within-a-school," there is an equity issue in the decision about which program "gets" the teachers who do not choose to change.

The Challenger Program is clearly facing unresolved and perhaps unresolvable issues. In addition, as is the norm in school change efforts, the teachers are suffering from inordinate time demands: "I hardly get out of the room anymore." Still, Wynn says, "Bring on next year. It is a wonderful time to be in education and be out there embracing it." The opportunity to, as Rosemary says, "think about children and build our schools around them" continues to fuel their progress.

NAME: Wynn Clevenger

YEARS TEACHING: 22

BIRTHPLACE: Los Angeles, California

DEGREES: Bachelor of Arts, Arizona State University; Master of Arts, Alternative Education, Indiana University

NAME: Rosemary Cabe

YEARS TEACHING: 20

BIRTHPLACE: Los Angeles, California

DEGREES: Bachelor of Arts, Education, St. Mary's College, South Bend, Indiana; Master of Arts, Special Education, Los Angeles State University

What keeps you going in the hardest of times?

When "the going gets tough" we turn to the networks of support outside our school and district, such as IMPACT II which has linked us locally and nationally with teachers who share our concerns and are working on creative options to "business as usual" in our schools. Additionally, we have joined with communities of teachers in the California Subject Matter Projects at our state universities, UCLA (University of California, Los Angeles) and UCSB (University of California, Santa Barbara), to further our knowledge through research and dialogue, as well as to avail ourselves of the infectious enthusiasm of other teachers who believe that rethinking schooling is vital to our survival as educational institutions.

What can an individual do to change her school?

Change is inevitable. We are either creating constructive change, improving our programs, or we are becoming less effective and responsive to our students and thereby possibly destructive. We believe change begins with individual teachers in their own classrooms, and gains strength when those teachers form teams of educators who share a common vision and are willing to work together over time to make their vision a reality. Our good fortune has been that we have escaped the potential isolation of the classroom to enjoy the sense of belonging, as members of the Challenger community, committed to working toward creating a viable educational program for our students in the present time, knowing they need to be prepared for their future in the 21st century.

If we had to do it all over again...

At the end of our first year we know a great deal more than we knew at the beginning, however we're convinced that you can't wait until you have all the answers to begin. Rethinking schools is a process and we are learning by doing. Although in some ways we have moved from the familiar to the unfamiliar, sound teaching principles, supported by research, and many combined years of experience are what guide us each step of the way. We trust the process and believe we are creating constructive change. We constantly remind ourselves that things take time, perseverance is a key, and we celebrate small successes. One of the powerful aspects of our team is to help the individual members to keep a sense of perspective and a sense of humor.

Reflection on the Challenger Program's First Year

by Rosemary Cabe

Sitting in my classroom, a week after the end of our first year of our school-within-a-school, I was trying to analyze and evaluate our "restructuring experience," but I kept feeling that I couldn't get a handle on it. I decided to take the year as though it was a story and deal with it the way I would with a piece of literature, starting with feelings and first impressions. Immediately I am aware of a sadness and discouragement. This past year, our enthusiastic adventure into redesigning school proved to be much harder than any of us thought it would be.

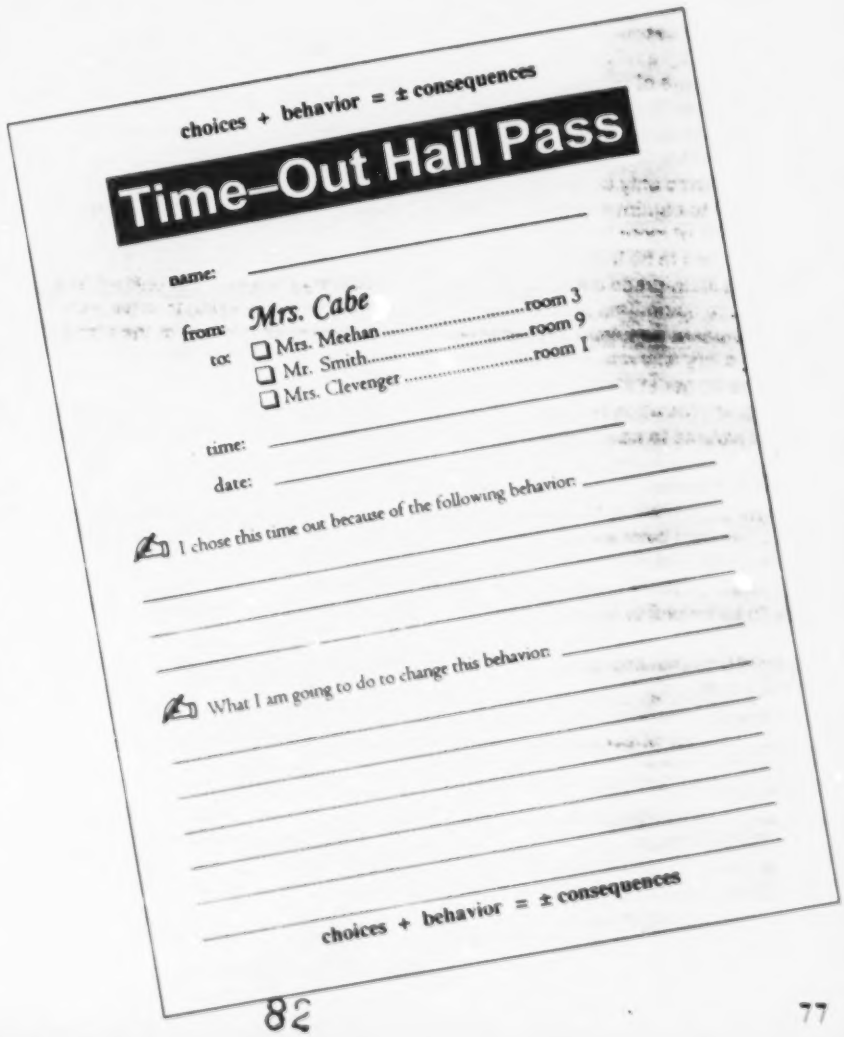
Students, their parents, and the larger school community all resist change, and our program represented more change in the status quo than we realized when we started. If I search for a picture or image to represent this past year, it is something like a little grass or a flower, maybe sometimes even a weed, trying to force its way up through a crack in the sidewalk. If I try to think of a phrase, "wedged between a rock and a wall" invariably comes to mind. Yet, in the midst of this, a part of me knows that even while it was one of the hardest and most discouraging years, it was somehow one of the most promising and exciting years of my teaching career.

While the creation of the Challenger Program led to many external structural changes [as described in the NCREST case study, p. 69-75], our most significant changes were internal. These changes emerged and seemed to manifest themselves more dramatically as the year went on.

One of the highlights of our story, an aspect of our bold adventure that surpassed even our high expectations, was the positive energy generated by our teacher collaboration. "One thing for sure, no one should ever try this alone," Wynn Clevenger said at the end of the first semester and I couldn't agree more. My image is of giving up the ten yard dash as an individual sprinter trying to improve my own best time, and joining a relay team where we all share common goals and cheer each other on for the long haul. Teacher teaming, with an emphasis not so much on sharing curriculum ideas as on sharing students and working together to design curriculum to meet the needs of these students, is the heart of our collaborative effort.

Because our writing workshop is composed of a mixture of all students and because Gail Meehan and Wynn Clevenger will each be working with students I had as sixth graders, I remain vitally connected with their process and I learn valuable information about revisions I need to make in my program by finding out what doesn't seem to carry over with them to seventh grade. *By being a member of the learning community, learning from our students, we are not modeling learning as a demonstration for students, rather we are demonstrating learning as a way of life.*

Initially I spoke of the resistance to change by students, their parents, and the larger school community. I think we learned this year that by attempting to draw people into a smaller community within our very large school, we invariably ended up leaving other people out. In the process of trying to establish our identity in the Challenger Program, as teachers we seemed to become distanced and less a part of our whole school faculty.


choices + behavior = ± consequences

Time–Out Hall Pass

name: _____

from: Mrs. Cabe

to: ❑ Mrs. Meehan ..... room 3
❑ Mr. Smith ..... room 9
❑ Mrs. Clevenger ..... room 1

time: _____

date: _____

I chose this time out because of the following behavior: _____

What I am going to do to change this behavior: _____

choices + behavior = ± consequences

Having been a special education teacher in the past, I think it is a similar dynamic to what special ed, bilingual and ESL teachers experience on some faculties. I can recall being accused of becoming a hermit or an isolationist because I never seemed to make it out of my room at lunch to the teachers' lounge. And although some teachers seemed to have a somewhat negative view of what we were attempting, very few ever asked any questions, so knowing how much we should be talking about our program sometimes was hard to determine. I should mention though that whereas we started as a group of four teachers last September, if it was possible to expand our program next year, which our administrator says it is not, we could have twice as many teachers working with us as last year. And despite the fact that the Challenger Program has challenged the thinking of some of our students and their parents on the familiar roles of teachers and students as well as the function of schooling, out of last year's 60 sixth-graders only two families have chosen not to continue in the program. We had a list of more than 95 families that requested to be included in our upcoming sixth-grade class.

We are committed to having a diverse student population in our program, in every way mirroring the diversity in our larger student body. How to accomplish this while recognizing the right of parents to have a voice in the program their child will participate in, is an ongoing issue for us to work through. As a team of teacher collaborators, we want what we learn about our students and their learning, by taking a closer look for a longer period of time, to be helpful to teachers in any classroom where children from many different cultures, backgrounds, and abilities come together to form the learning community.

If I look for what I think is missing in our text, or what's needed to improve our story I would say that I'd like to see us working in less isolation. As individual teachers we aren't isolated, we have our teammates, but as Challenger Program teachers generally we feel like we are on our own, and frequently we feel the need for more support. We are fledgling researchers, paying attention, trying to record, keeping track, gathering evidence to support our beliefs, and quite often getting bogged down in the process.

"We need copies of those student responses."

"We need copies of those writing group process sheets."

"We need to compare our early samples to our mid-year samples."

"Where are our early samples?".

"HELP!!"

This is a constant part of our dialogue, along with wishing we had videotaped something that had gone particularly well, or particularly badly, so we could revisit it, and learn. We needed copies of past work at the same time we were developing present work in response to that past performance. We have been trying to read other people's research while we collect our own. We read about grants, and then try to apply for funding for special programs before deadlines are past. We want very much to incorporate more learning outside the school walls of our Challenger Program. For this we need additional funding, as field trips and environmental outdoor school activities have all but been totally eliminated in our district due to budgeting problems. At times it has felt like we were trying to drive, service, and observe a car at the same time we were reading the map, trying to find our way home.

We are convinced that the kind of learning, the kind of dialogue, conference, responding, and coaching we want to facilitate in our classrooms would be considerably more likely to happen in a consistently constructive way with smaller classes. But since our student numbers are not likely to decrease, we would like to increase the number of adults in our classes, thus improving the child-adult ratio. In this way the diversity in our classroom community would be a closer reflection on the real world in that it would include age diversity. And of course if those adults just happened to be people interested in becoming teachers we could work together in a very mutually beneficial way. Since so much about education is being rethought, revised, what better place than a classroom community, in the process of change, to train the teachers for tomorrow's schools?

Perhaps by being liberated from old ideas that confine or isolate us, we can free ourselves to be available and receptive to what is really happening. In social studies we study about how further investigation by archaeologists provides information that shows us not so much the final right answer, but the inaccuracies of our former information. Science also continues to seek additional evidence, which frequently requires that we let go of old ways of thinking in order to embrace new ways of seeing our reality. By freeing ourselves as teachers from stereotypes of what classrooms should look and sound like, and how students should learn, we are free to become really curious about what we do see going on. What do we notice, what do we hear our students saying? Hopefully our classrooms become alive with curiosity, and we are right there as curious as everyone else.

This brings us to the end of our story...because it was the re-telling of our first year. Next year will be a whole new story and one that we are all looking forward to with enthusiasm. We want to look at some issues next year that we only began to get into this year. We hope to be able to focus on community building for our program with more "outside the school walls" activities, and are writing grants to try to make this possible. Additionally we are determined to experiment with ways of integrating our grading system and report cards in a more meaningful way with our portfolio conferencing.

I know that the sadness and discouragement I felt at the beginning of my piece is because I wanted everything to be wonderful and perfect our first year. I wanted the students and their parents to all be celebrating the best year ever, like at the end of a movie, and that didn't happen. And we were all tired...bone tired. But like teachers everywhere, it only takes a couple of weeks of summer vacation and already we are into some great ideas for how to make next year the best one ever! Optimism and perseverance will take you a long way in this teaching business!

Beginnings, A Homegrown Recipe for Creating a School-Within-a-School at Chapel Hill High School

by Judith D. Jones

The Environment

This is a story about beginnings, and yet it is difficult to pinpoint exactly when it all started. It might have begun with the recognition that our high school seems to succeed with motivated students from highly educated families but not as well with others, particularly our African-American students; perhaps it was the rapid growth of our school from 1300 to nearly 2000 in eight years and the resultant student/teacher anonymity; or it could have been the rumblings of dissatisfaction among certain parents, administrators, and teachers; maybe the movement to a school-based governance committee, involvement in an ASCD (Association for Supervision and Curriculum Development) consortium, and the general national emphasis on change were the instigators. When our principal left at the end of the 1991-92 year, he gave everyone a copy of ***Horace's School*** by Theodore R. Sizer (Houghton Mifflin Company, 1992). Most of us read the book over the summer and returned in the fall of 1992 with heads full of possibilities yet lives filled with status quo. It might have been the inspirational message given by our new superintendent to the whole school system on the opening teacher workday—challenging us to look at individual student needs and to restructure to meet those needs. In the end, it was probably the fortuitous coming together of all these factors that led to our School-Within-a-School (SWS) plan. The following is a chronological description of our planning and work during the planning year (1992-93). Our SWS is scheduled to begin in the fall 1993.

1. Two Teachers with a Shared Vision and the Courage to Act

Certainly, the pivotal moment occurred in the fall of 1992 when two teachers (science and drama) met in the hall after another frustrating afternoon faculty meeting and decided to begin a true grassroots effort. They discussed their mutual concerns and visions for the future of education and for our school. Their first step was to individually invite a few other teachers who shared their concerns to meet and discuss options.

2. A Core Group of Teachers Willing to Risk

This group of teachers, representing every department in the school, met in the drama room on a Sunday afternoon and decided to plan a school-within-a-school similar to the model proposed by Ted Sizer in his book. The long-term vision was to have every student at our high school grouped in teams. The initial problem was to reach every teacher interested in this project and to solicit the support of those who preferred to wait and see.

3. Reaching Other Teachers

Each of the original teachers invited other colleagues to attend another meeting. Individual teachers searched their souls to decide whether they were ready to sign-on for the following year or whether they preferred to cheer on the sidelines. These decisions involved examining philosophies, assessing time, and coming to terms with the willingness to take a risk. At this point the original teachers realized that the word was spreading and knew that it was time to approach our administration.

4. Talking with Administrators

A few teachers met with our interim principal who gave wholehearted support to the idea of forming a school-within-a-school. This was a key moment in time. Success of this project was definitely dependent upon the support of the high school, the central administration, and the school board. One critical factor was the assignment and willingness of an assistant principal to work with the SWS team. This person has a clear vision of the Sizer model and had continuously provided vital leadership.

5. Presenting to the Whole Faculty

The plan was presented to the whole faculty; teachers who had already committed stood up to give a visual statement to the seriousness of this effort. Each faculty member was invited to join this group and/or express support through a vote. The vote was overwhelming in support of the effort. This was also a strategic point in time—we knew that we would need everyone to make this pilot project a success. We knew, too,

that there were teachers who were much more comfortable with status quo; it was important for all the teachers to feel the power of support from the vast majority of the faculty. In the end there were about 25 teachers who said, "We're ready," and volunteered to be part of a SWS to begin in the fall of 1993.

6. Planning, Strategizing, Visioning

Our meetings continued and work progressed. Our high school is extremely comprehensive and offers a giant supermarket of courses—required and elective. Because students become more and more individualized in their course selection as they move into their junior and senior years and also because most of the interested teachers worked primarily with the 9th and 10th grades and because we were most concerned with the difficulties that our younger students have when they enter our almost 2000-student high school, we decided to offer a 9th and 10th grade SWS. Initially, we envisioned mixed grades. We read and reread ***Horace's School.*** We contacted Ted Sizer at Brown University and researched becoming part of the Coalition of Essential Schools. We discussed how to encourage students and parents to sigh up for SWS. We brainstormed lists of potential problems and their possible solutions. We began by contacting local colleges and universities to see if college admission would be jeopardized for a student in SWS. The colleges assured us that they were fully supportive of our efforts and were beginning to look at different ways to evaluate students for college entrance given the new initiatives developing in secondary schools across the state and nation. Next we planned a parent/student evening meeting to propose the idea of an SWS.

7. Recruiting Among Parents and Students

Parents and students filled the auditorium of our high school to hear about our proposal. They asked insightful and detailed questions. They were concerned that the students be able to reenter the regular program if SWS did not continue to the upper-grade levels the following year. They were very worried about college entrance requirements. They feared isolation from the rest of the campus. They discussed SAT and end-of-course test scores. They expressed concern about being guinea pigs. But they also expressed excitement about the opportunity for more depth, focus on interdisciplinary themes, the movement toward authentic assessment, and the opportunity for closer contact with a team of teachers who would know each student better than is possible with the traditional structure.

8. The Plan Begins to Take Shape

As a result of these meetings our program began to form. We agreed to offer students regular credit in English, History, Math, Science, and Spanish or Outdoor Education even though our courses would be structured differently. The report card would be traditional. We agreed that students could take one course out of SWS while the teacher teams had planning time. And, we agreed to maintain as much heterogeneity as possible. We decided to have three teams of four teachers each within our SWS house. Each of the three teams would have one arts/literature teacher, one history/philosophy teacher, one science/math teacher and one specialist (two teams would have a Spanish teacher and one team an outdoor education teacher). In addition, we would have a math teacher working with all three teams to facilitate integrating of the math and science curricula and to teach some of the math lessons. Although Ted Sizer stresses the necessity of having teams of 80 students and houses of 240 students, we agreed to take 100 students per team for a house of 300. In our very big high school, programs can die if other teachers think that their big classes are due to the exceptionally small classes in a favored program. With the plan in hand, our assistant principal put together the house of 13 teachers. The teachers not involved expressed regret but with good spirit agreed to provide input on the process and hoped that SWS would grow the following year so that they could be involved.

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9. Recruiting the Students

Each of the 13 teachers took turns going to the two middle schools to talk with the current 8th graders about signing up for SWS for fall. We were actually part of the regular registration process where counselors from the high school go to the middle schools to help rising 9th graders register.

We also went with counselors to the 9th grade classrooms to encourage rising 10th graders to sign up for SWS. There were many details to work out since our school has computerized registration. The SWS teachers wore buttons reading "Bubble 179" referring to the SWS number on the registration form.

We attended the grade level meeting for parents and talked with them again about the program. We took phone calls, we answered questions, and we waited with nervous anticipation for students to turn in their forms. This process takes about a week while students discuss options with their parents and teachers. Finally the March deadline arrived. All the forms were in the hands of the counselors and then the data processor. Approximately 350 students signed up. We were on our way!

10. Details and More Details

At this point, we decided to meet every Wednesday afternoon from 5 p.m. to 8 p.m. to begin our planning. We all felt a great determination to stay connected, however, there were many conflicts and full attendance was rare. We spent some time listing students and their requested classes. As a result, it became clear that we could not create mixed-grade level teams without overburdening teachers with too many subjects. We decided to have two 9th grade teams and one 10th grade team. We also decided to let our students take one elective outside of SWS. This involved much negotiation with the other departments to make sure that they offered the needed electives during the sixth period of the regular schedule.

Much of our discussion over the next couple of months focused on how to maintain the vision of interdisciplinary student-driven learning in the face of the need to keep students "on track" relative to their regular course sequences. In the end, this has proved to be one of the most difficult issues. We have battled our own inclinations to drop back into old thinking. It has taken all of us to keep the vision clear and to understand that we cannot change every part of our structure in one year. We decided to focus on a few vital areas:

A. Developing two to three strong interdisciplinary units.

B. Changing our thinking about curriculum to reflect thematic planning.

C. Changing our thinking about delivery of instruction to keep the focus on student as worker.

D. Beginning to maintain student portfolios for evaluation.

E. Changing our evaluation measures to reflect the thinking on authentic assessment.

F. Helping students prepare one or two exhibitions.

G. Creating strong communication ties with parents, other faculty, and the community.

11. Our Plan and the Vision

It may seem that our final plan is a compromise of our original vision. We prefer to think of it as one step on the staircase that reaches toward our vision. We began the summer with an all-day retreat at Recompense Farm where we shared food, ideas, and visions. We decided to form an advisory committee composed of SWS teachers, other teachers, parents, community members, and students. The purpose is two-fold. An advisory committee will give us needed feedback and direction, and it will serve to involve others and give us a

John Forasté/Brown University

"Find your friends. Then build a group of people that want to do better than they are doing. Sometimes it just begins as a gripe session and grows when people discover they are not alone. Bring people together. The pot luck supper is a great engine of reform."

"I'm more optimistic than I was 12 months ago. We are beginning to see something that I have never seen before, which is a truly grassroots movement of schools opening up to the possibility of change. Not only our project,...others I'm in touch with have noticed quickening of interest in schools and districts. Schools that I would have thought were too smug and schools that appeared to be so on the ropes and reeling—both these kinds of schools are in fact reaching out to others and groups like ours to say: 'How do we do a better job?'"

THEODORE R. SIZER
Chairman, Coalition of Essential Schools

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TYPICAL TEACHER SCHEDULE
for School-Within-a-School

8:40–10:35 **115 minutes**	A	C	A B	A	C
10:40–12:30 **110 minutes**	B	D	C D	B	D
12:35–1:25 **50 minutes**	L	U	N	C	H
1:30–2:25 **55 minutes**	Planning	Flexible time for SWS	Planning	Planning	Planning
2:30–3:25 **55 minutes**	C	A	Planning	D	B

A, B, C, and D represent the four different groups of students that a single teacher will have. Each teacher meets with each group of students for about 320 minutes. During the planning time, students will be taking a class outside of School-Within-a-School.

If this were a student schedule, A, B, C, and D would represent the student's different classes. For example,

A=Science/Math

B=Arts/Literature

C=History/ Philosophy

D=Spanish

Teacher Assignments for School-Within-a-School

TEAM 1–9th grade
Arts/Literature
History/Philosophy
Science/Math
Spanish

TEAM 2–9th grade
Arts/Literature
History/Philosophy
Science/Math
Outdoor Education/Health

TEAM 3–10th grade
Arts/Literature
History/Philosophy
Science/Math
Spanish

Math Specialist Teacher to work with all teams

Administrator (one responsibility of many is to work with SWS)

In TEAMS 1 and 2, the Science/Math teachers will have two groups each of students studying Physical Science and various levels of Pre-algebra and Algebra 1, and two groups each of students studying Biology and Geometry.

In TEAM 3, the Science/Math teacher will have one group studying Biology and Algebra 1, two groups studying Biology and Geometry, and one group studying Chemistry and Algebra II or Pre-calculus. Meshing the Science and Math curricula will be one of our biggest challenges. Ted Sizer proposes a "less is more" philosophy. If we truly followed this philosophy we would be determining what we taught by its relevance to the experience that the students are having. We would build our content around specific conceptual and thematic problems. However, we will be bound by the traditional curriculum in many ways and required to meet certain state and local curriculum objectives—many of which could be argued as irrelevant and unproductive as far as teaching students to be critical thinkers and problem solvers.

In TEAM 1, the Spanish levels are 1 through 3 and in TEAM 3, the Spanish levels are 1 through 4.

There are students who were previously enrolled in Advanced English classes (equivalent to honors). These students will be heterogeneously mixed with the others but a compromise position is to differentiate their experiences somewhat so that they may receive advanced credit. However, the English teachers will offer these advanced opportunities to all students so that they work to qualify for Advanced English next year. This is an example of our having to work within the school framework and trying to mesh our philosophy with more traditional philosophies in other departments.

communication link to interest groups that we need as allies.

We spent the rest of the summer working in teams—scheduling students, sending home letters of explanation and welcome, as well as a suggested summer reading list, planning our daily schedule, pouring over curricula, and developing interdisciplinary units. All the teams are collaborating on a handbook describing the program. The first pages of our student/parent handbook include a list and explanation of the core competencies around which curriculum and learning will revolve:

A. Communication—writing, speaking, and listening

B. Investigation and Inquiry

C. Problem Solving

D. Aesthetic Awareness

E. Character and Responsibility

F. Cultural and Social Understanding

By focusing on these core competencies, we hope to maintain our vision of student-centered thematic, interdisciplinary learning.

The overall theme for our SWS is INTERRELATIONSHIPS. We will link much of what we do to the ideas of connection, balance, and disequilibrium whether it be food webs in biology, international relationships in history, or plots and character development in literature. We will help students begin to look at this idea in their own lives and their relationships with their parents and peers, their relationship with their own learning process, and the choices that they make. One of our goals it to empower our students as learners so that they can see the connection between what they choose and their success.

Update on SWS at Chapel Hill High School

After the first several weeks of our program, we are not sure who has learned the most—we teachers or our students! The following is a summary of some of our most vivid lessons.

WE CAN'T DO IT ALL IN ONE YEAR

Our group of 13 teachers has come to a quick consensus on one thing; we have never worked so hard in our lives. We realize that to preserve our energy, enthusiasm, and sanity, we will have to focus on key aspects of our vision each year.

One of our major areas of concern is the math/science block. In the regular school program, each student would have 250 minutes of math and 250 minutes of science each week. In our program, the entire math/science block is about 300 minutes total. Because we are a program that is nestled within the larger high school setting, we have had to promise parents and colleagues that we will keep students "on track" relative to their course sequences. This has led to many difficult dilemmas. The Sizer model that merges the science/math curriculum into one block seems very sound to us. However, we have grown to realize that this is a philosophy that needs to be incorporated into the entire K-12 curriculum and is very difficult to suddenly begin in 9th or 10th grade. Ideally, kindergarten students would learn their math as part of their science; for example, they would learn to add, subtract, multiply, divide through experiments that involve counting, measuring, graphing, and analyzing data. These connections between science and math would continue throughout their school years until senior year when their physics and calculus are taught together. We have students at multiple levels of math—pre-algebra, algebra I, geometry, algebra II and pre-calculus. It has proved to be extremely difficult to merge the math and science curricula sufficiently to accomplish our goals within 300 minutes per week. In addition, the math/science teachers are stretched to their limits trying to teach two science courses and two math courses each.

As a result, we have hired another 1/2 time math teacher to work with our full time teacher. This will leave the 10th grade math/science teacher responsible for only geometry and the 9th grade math/science teachers responsible for some algebra.

In addition, we have reorganized the seventh hour of our day so that the students are always in their math/science class configurations. One day a week, they have competency experiences related to their interdisciplinary work; one day a week, they have a math tutorial with another teacher; one day a week, they have science with the math/science teacher; and one day a week, they have other activities such as videos. This rearrangement of the seventh hour also allows time for math or science tests given by other teachers so that the math/science teacher won't need to take up other precious class time for testing, reading or videos.

Our great regret is that we will not be able to accomplish the integration of the math and science curricula as much as we had originally envisioned. We are looking forward to making more significant changes next year.

PARENTS ARE TERRIFIC ALLIES

We have found our parents to be wonderfully supportive. All three teams have had parent meetings where parents have helped to solve scheduling problems and make curriculum decisions and have applauded teacher efforts to improve learning for their children. Parents have volunteered to help with field trips and to help in classes. Over and over again, we have had parents thanking us for our efforts and telling us what a positive experience their child is having. This is the "fuel" that keeps our engines going during this exhausting first year. We have learned that COMMUNICATION is vitally important to maintaining positive constructive relationships with our students' parents. As long as our parents feel that they are being included in discussions and kept up-to-date with our decisions, they can be powerful allies and we surely DO need them. We have established regular parent

meetings once a month and will be including parents on our Advisory Board.

THERE IS NEVER ENOUGH PLANNING TIME

In our attempt to "carry our load" relative to the rest of the school, we are teaching 250 minutes each day, exactly the same amount of time as our colleagues in the regular program. In addition, we serve our lunch duty, attend regular department meetings, and take part in district and school committees.

Added to this is our need to plan as a whole "house" of 13 teachers and to meet regularly in our grade level teams. We are also trying to meet with students who are having problems and to meet with their parents. Our planning time consists of 50 minutes each day. As a result, we are using our lunch time for planning as well as staying late into the afternoons and evenings. It is clear to us, that the first years of a program such as this need to provide teachers with at least 50 extra minutes of planning time each day. We also recognize that our colleagues in the regular program may not always be open to this arrangement. This is a dilemma that we will be examining for next year.

KEEPING THE VISION ALIVE IS A CONTINUING CHALLENGE

We have faced a myriad of details this year including curriculum planning, scheduling snafus, and meetings ad infinitum. We are truly challenged to find the time and energy to work on our interdisciplinary units and our authentic evaluation plans. However, our commitment is strong and we have made some exciting plans. For example, the 10th grade team has developed a unit called "The Nature of Humankind." The students will be examining questions such as:

Is human behavior innate or learned?

Are good and evil innate in humans?

What is culture?

How do human cultures vary?

How much of human behavior is determined by culture?

Included in this unit is a trip to the Holocaust Museum in Washington, D.C. where students will examine the roles of the oppressors, the oppressed, the rescuers, and the bystanders. They will examine themselves to see how they feel in these different roles. At the end of the year, the students will present an exhibition that centers on South America, Central America, or Spain, and where they examine these same questions relative to another culture. Students will be encouraged to integrate their own interests (music, art, science, drama, history, etc.) into this project.

WE CAN MAKE IT—AS A TEAM!

It is when we sit down to work on our interdisciplinary plans and to discuss our ideas for how to involve young people in their own learning that we reconnect with our vision. Together, we remind each other of our common goals. When one of us is bent with exhaustion, there is always someone to buoy us up and refocus our energies.

We are taking time to build our team connections; we know that we are each other's strength! We will be participating in an outdoor cooperation experience one Saturday this fall. In addition, we are planning a one-day retreat to work on our plans for next year. Our common vision and shared dreams brought us together and we know that they will be the source of our success.

—Judith D. Jones

Teacher-Designed Schools

Finally, we look at two examples of teacher-designed schools. One is becoming the vision of a whole community even though it is still a dream. And the other, a teacher-designed school now up and running, is still looking for a permanent home. We will start with the latter in Chicago. Lynn Cherkasky-Davis, teacher-facilitator at The Foundations School in Chicago, tells her story.

Lynn Cherkasky-Davis

It was the fifteenth of December, and I'd about had it. I was running my whole language, developmentally-appropriate kindergarten with only the nod of the principal, the sneer of colleagues, and the questions of "my parents." I needed something more. I needed more support, a network from which I could learn, colleagues who thought like I did and would share strategies. The way I taught, in a holistic, progressive manner, was gaining more recognition within the archaic and largely bureaucratic Chicago Public School System. (They couldn't argue with success.) Teachers from other schools were asking for my consultation; parents were asking for their kids to be in my classroom; other principals were asking for me to train their staffs; colleagues were peeking their heads in—maybe it wasn't so intimidating for them after all. But I was still alone in my school. Through taking classes and searching for this network, I found other teachers throughout this 26,000 teacher system who also saw their role as one of facilitator, who believed in whole language, whose child-centered classrooms integrated all disciplines and who saw themselves, and guided their students, to be risk-takers in this journey called education. In 1988 the Chicago chapter of Teachers Applying Whole Language (TAWL) was born. I found my soulmates.

For over a year we met faithfully, in schools, in libraries, in bars. We shared ideas, traded stories, read literature, studied research. I was growing as a teacher, as a person. But the teacher next door still closed her door so my noisy class wouldn't interfere with her ditto work, and the one down the hall told parents how we played all day and never did "work." Golden Apple, Newsweek, Learning Magazine, the state board of education all recognized my work. The principal told me not to worry, some day they'd understand...yet I was alone. I'd cry with 15 of my TAWL supporters. I still needed more! This long distance support wasn't enough anymore. Those sentiments were echoed by my cohorts: different twists on the same story—benignly supportive principal, curious but threatened colleagues, unsure parents, wonderful children. How could our kids interact? How could we exchange materials? Being at seven different schools, all on closed campuses made our mission too difficult. Something needed to be done.

Through careful networking, the 15 of us began the next school year in three different schools. I moved to Alexandre Dumas, an inner-city school, located in the South Woodlawn section of Chicago. Our power was growing. We were a united front. The year went well for the five of us at Dumas, and we wanted more. My principal had become a partner in our efforts for this curricular reform. No more benign support. Through creative compliance and some maneuvering all 15 of us began the following school year at Alexandre Dumas School. This would have been bliss had this reform-minded principal not displaced 10 longtime traditional, militantly teacher-directed teachers and "dropped" us all into the faculty with the following directions to her staff at the opening day meeting: "This is a new age; Dumas will restructure; 10 more holistic teachers are now added to our staff to help obtain a vision [her vision, our vision, not their vision]; you will either change or leave and you have two years to do it!" Was this support? Dale Carnegie, where are you when I need you? How to win friends and influence people was not a class taught at Dumas Elementary.

Yet, we plugged along. We traded kids, materials, videotapes of each other. We learned from our mistakes, celebrated our successes, tried cutting-edge practices, and educated a whole community. I had the freedom and support to teach in a way I knew, my colleagues knew, and research affirmed, was in the best interest of our children—inner-city students who no one thought or cared would ever achieve or find meaning in education. For a year and a half we were "Retooling Schooling." Report cards were dropped in our classes; portfolios were instituted; staff development was designed around our needs; kids were grouped by interest, not age, grade or ability; parents became partners in the classroom. And yet sentiments of racial disharmony were echoed behind some closed

doors; anger with a principal who was "actually making them teach" was bandied about in the parking lot; and phonics books were not displaced with literature, as was to happen. The passive aggressive, and outwardly aggressive, stance of 1/4 of the faculty was starting to interfere with the work of the principal and our "school-within-a-school." Yet we dug in and would not be moved. More awards ensued. The media spent time in our school; our and our students' work was published; local school improvement awards followed; IMPACT II recognized us; and I became Teacher of the Year, 1991. Our work, collegial support, and reputation became intimidating for the Old Line. They in turn brought pressures to bear on the 15 of us. Our support network reverted to look like it had three years earlier: less sharing of ideas, fewer tours of each others classroom, more crying, more complaining.

After a particularly bad month, (principal taking a job with Chris Whittle's Edison project, verbal abuse from a veteran teacher who'd been moved to a job without children, another who threatened to sue if we used anymore of HER ideas), we made a bold decision. We took our empowerment one step further. We were going to design our own school and we were going to see it a reality in Chicago! Maybe it was a dream, or delirium, but one thing we knew: it was our vision and we were going to crystallize it. People were going to know about us in Chicago. This faltering system, deemed by former Secretary of Education William Bennet the "worst in the nation," would falter no longer. There was no money in the system. That wouldn't stop us. There were 650 elementary schools in existence—and about 500 of them were just that—in existence. Teachers and students had existed in these edifices too long. Now some great and dynamic teachers were going to design their own school. After all, we knew who the experts were!

Hundreds of hours later our plan was on paper. We were exhausted, and we were rejuvenated. Nobody believed this could become a reality. State law made no provision for it; we were ONLY teachers, the Board of Education wouldn't listen to us—we didn't have our own kids, we had no local school council, no space, no money, no power. It was March, 1992, three and a half years after my journey, my reformation, my transformation, had begun. The airplane was flying—while at the same time we still were building it. Inani School, the Children's Center, The Museum School, the Phoenix Plan, and finally The Foundations School was conceived. Now we needed to be born. We became possessed. It was no longer enough for us to practice our craft where we didn't have total support and endorsement. We wanted our own school or an autonomous section of another building. We knew the voice of reform meant nothing if it was only a governance issue, if it didn't emanate from the classroom which, as we know, is the only place it really matters. The voice of the teacher would be heard!

With no clear leadership at Dumas, spelling books were ordered, math manipulatives thrown out, basal texts dusted off, and desks bolted to the floor. The old guard would be as happy to see us leave as we would be to leave. The losers would be the families, the children, the 21st century. Now there was no turning back. We had to create our own school. My family told us to stop; the Board of Education told us to stop; other teachers told us to stop. But the students told us to continue. Our grant award agencies told us we had to continue. Our hearts and our minds told us we had to continue to fight, but this fight was taking its toll on our ranks. We now numbered 12. One took another job; one couldn't take the pressure and work; another concentrated on ensuing family problems.

It is spring, 1992, and I'm storing my school belongings in a public storage locker. I had no other job. Like teenage lovers we had taken a blood oath, All for One and One for All! We would all move together or...there was no "or." We jumped through a series of hoops: meeting with the media, getting a petition from the community, meeting the city council, finding classrooms in and support from a Chicago Museum coalition, locating buildings for our endeavor, forcing ourselves individually upon the Board of Education members, calling the General Superintendent (or rather his machine or underlings), seeking out whatever support we could muster, making noise, becoming political, flaunting our awards, hassling Mayor Daley (Can you believe he actually met with me?), finding money and support from the private sector, promoting ourselves to Chicago powerhouses, never resting, never sleeping.

May, 1992. The Chicago Teachers Union receives Manna from Heaven. The Quest Center is formed, a center devoted to recognizing and supporting innovative programs in the city schools. The MacArthur Foundation offers $3,000 to 10 teaching and learning programs which break the mold of education in Chicago. The Foundations School is the number one endorsed program. But still no home.

June, 1992. We get an appointment with the Desegregation Committee of the Chicago Board of Education. This would be televised. (Could this really be happening? What would I say?) They loved our idea. But there was no money. We weren't guaranteed to desegregate the school. So we'd recruit in housing projects and provide busing. We'd be a public school of choice. Go see the Instruction Committee. But there's no time.

Yes, we'll become part of another school building so it looks like we're not really a new school. But we don't want a principal. Okay, we'll find a principal AND a local school council who wants us and will allow us our autonomy. We finally found a host school, an inner-city school that had an underutilized third floor. Lots of lead-based paint, torn shades, no phone lines. To us, it looked like a palace.

July, 1992. Superintendent Ted Kimbrough had seen the light. We were a school. Teachers did this. Teachers actually did this! We weren't in the place we'd like to be. We had no time to form curriculum. Where were our materials to come from? How would we address every kid's learning style and intelligence? Could we really teach as good as our hype said we could? Hardly any time to recruit families. I was tired. We were a school! Teachers actually did this. I'm scared.

August, 1992. Checklist: recruit parents, pack for Utah [IMPACT II's Institute on the Future of Education], pool resources, figure out the bus routes, learn Spanish, take a break from each other, remove asbestos from the storage room I'd now call home, romance the staff of the school we're housed in, write grants, get our outside evaluation team together.

September, 1992. The doors to The Foundations School open. The first teacher-designed, teacher-directed and teacher-led school in the State of Illinois enrolls families! An innovative response to school reform; our holistic, progressive model utilizing a collaborative initiative among Chicago's cultural resources, universities, families, and museums becomes an institution. I am its teacher facilitator. I Am a Teacher! My voice is heard.

And now the work begins....

Humanizing the Factory School—Teacher-Created Schools Are Not for the Faint of Heart

VISION–You will need to develop a clear vision of what your school will be. This vision will have to be explained to others over and over again. To do this you will have to write an effective vision statement. Include the size of the school, the level and type of population you will serve, the organization, curriculum and instructional approach, type of student assessment you will employ, and all other elements essential to your vision. Above all, explain what is different about your school and why it will work better than the traditional model. Write a short essay explaining your personal philosophy of education. A separate section giving an imaginary "day in the life" of a student at your new school is an effective way to illustrate your vision.

PERMISSION–You will need to find out who is in a position to empower you to start your new school before you can get the permission to do so. In many instances this will be the district superintendent. In others it may be the local school board or in the case of a "house plan" or school-within-a-school, the principal of the building within which your school will be housed. If the teacher-created school is a well-established idea, as it is in New York, it will be easy to find out where to turn for permission. Places such as New York City's Community School District #3 (Manhattan) are so far along in this process that they have support personnel in place to screen and counsel teachers interested in starting a school. Such teachers enter into a well-established process. They receive help in developing their proposal (vision statement) for presentation to the district committee that reviews promising ideas for new schools.

FINANCES–If your idea for a new school is going to cost the school board a lot of money, it is not likely to get off the ground. In New York City, for many teachers the prospect of starting a mini-school was not such a hard sell. After all, the district would have to provide teachers, housing, books and supplies, and support services for students anyway. Why not then, let these students and their teachers exist as an autonomous group and call themselves a school? In view of the commitment and enthusiasm teacher-created schools foster as opposed to the ubiquitous "business-as-usual" apathy often endemic to traditional or "factory schools," the teacher-created school may look very attractive to district administrators. In reality, such schools do cost a little bit more. Their student-to-teacher ratio tends to be somewhat lower than that of the "factory schools." The necessary duplication of personnel, services, and equipment dictated by the establishment of a group of mini-schools (teacher-created schools tend to be small—30-200 students) needed to replace a monolithic factory school, drives the cost up a little. The increase however, in light of the improvements such schools can offer, is not forbidding. If, however, the school you are planning calls for a separate or special building, expensive special equipment and supplies, consultants and outside support services, then you will probably need to find your own source of funding. Grants from sympathetic foundations are a likely source for those willing to seek their own funding.

—Mark Gura

NCREST Case Study # 4

The Foundations School: "The School of Choice"

by Lynette Hill, NCREST Researcher

The Foundations School is housed autonomously within the Florence B. Price Elementary School on the South Side of Chicago. The neighborhood encompassing the school is riddled with poverty and drug-related crime. The Foundations School accommodates children from this problematic neighborhood as well as children from all over the metropolitan area.

The Foundations School program has many unique components which distinguish it from other public school programs. This holistic, progressive model is a collaborative initiative which creates a new public school utilizing museums, universities, and other community resources of Chicago as an innovative response to educational reform. The teachers promote the physical, social, emotional, cultural, and cognitive development of children by providing an ungraded, child-centered environment rich in multisensory experiences. "These experiences are designed to build self-esteem, develop and promote a love of literature and learning, encourage positive social interactions, sustain creative and critical thinking, and motivate children to grasp academic excellence."

These theoretical ideals are achieved in a very practical way in the classrooms. For example, the decor of the classrooms is not cluttered with teacher-proof curriculum guides or excessive and inappropriate textbooks. Instead, the classrooms are colored with thematic learning centers, student research projects, and meaningful literature. The teachers foster an environment which encourages students to take risks, with the underlying philosophy that it is better to try and be wrong than not to try at all.

In addition to a child-centered curriculum, the teachers of The Foundations School feel that parental involvement is critical to the education of their students. Hence, the teachers have created a formal agreement which parents must sign. The parents agree to be full participants in the education of their children by doing such things as volunteering three hours per week in the school program, attending three out of four parent conferences, and supervising their children while they do their homework. This formal parent-teacher agreement identifies the expectations held by the teachers of The Foundations School and the responsibilities that the parents must assume.

Each of the teachers of The Foundations School are responsible for a different component of the overall program. For example, one teacher handles student assessment and portfolios; another handles parent contracts; someone else is responsible for the parent newsletter; yet another schedules outside presentations; and another teacher arranges the weekly "Teacher Talk" sessions.

The principal of Price Elementary School, Carl Lawson, sees his role as facilitator, enabler, and counselor. He feels his job is to give support to the experts—the teachers. He says that he is responsible for setting the climate, alleviating any undue stress, and helping teachers feel good about themselves, adding that first and foremost he is a teacher. He teaches at both the elementary and graduate levels. The Foundations School teachers feel that Principal Lawson is most certainly an enabler. He supports their innovative methods of teaching and hopes that the Price School teachers and The Foundations School teachers will network and learn from each other. He said that teachers need to be trained to look for the good and creativity in children. He feels that The Foundations School can have a very positive influence on education at the Price School.

Although The Foundations School program has had a positive beginning and has experienced success in many areas, there have been many obstacles along the way. The teachers at The Foundations School have been working with a university collaborator since the initiation of the school. Bill Ayers is a professor at the University of Illinois and has been intensely involved with Chicago school reform. He worked with

several of the teachers while they were at Dumas Elementary School and is now working as part of the team in the development and refinement of The Foundations School program. His role entails documenting the program and evaluating individual teachers, as well as working with the teachers on a peer counselling model, offering critiques of their classroom practices.

Ayers feels that The Foundations School "encapsulates a lot about school reform in Chicago. To find a group of professionals that act as if they should control their professional lives is rare," he says. He said that Lynn Cherkasky-Davis is "an irreverent and eccentric teacher in the system, and has been marginalized as well as held on a pedestal." He said, however, that Lynn is an outstanding leader because she is willing to take risks and is not concerned with who might not approve of her style. With her sense of humor, Lynn lightens the spirits of other teachers when they begin to get discouraged.

The Foundations School has been in operation since September of 1992. Many times during the year, as they strived to push the program along it was "one step forward and two steps back." Ayers outlined the teachers' experiences during the year as "having great expectations, having a serious crisis in confidence, regrouping of strength and energy, and arriving at a new level of maturity in January." He said it has been "painful to participate in and watch."

Ayers followed up his outline and statements with explanations. He said that the teachers began the year excited about starting their own school. "In their minds, they thought 'We'll run a great child-centered school this way—let's go!'" He said that there was very little consideration of the fact that running your own school means having to make difficult decisions regarding teacher and student recruitment, curriculum establishment, and teacher leadership. "What if one of your own teachers isn't good? What if you can't recruit kids? What if parents don't think you're worth anything? What if you don't think you're any good? How do you work with the Local School Council? How do you remediate failing teachers? The charge to run a school often leaves out the difficulty of actually running a school."

The teachers had to make painful decisions. First of all, they had to acknowledge and accept Lynn as the lead teacher. Initially the teachers felt that every decision should be made by consensus. They quickly found out, however, that very little gets accomplished if every decision must be made by consensus. Therefore, the questions they had to address were: What is leadership in the restructured effort? What is Lynn's responsibility as leader? What skills and talents are required?

The teachers experienced their first real crisis late fall. The attitude of some of the teachers was "If I don't get my non-negotiable demands met, I'm walking!" Lynn was responsible for working out the burdensome and troubling problems among the staff. What was most difficult was that there was no real description of Lynn's role as leader. She is the leader among a group of peers—a problem that is still unresolved.

Another conflict the teachers experienced was working within a traditional school with traditional teachers, many of whom perceived them as rebels. This challenge requires daily effort on both sides, especially on the part of The Foundations School teachers.

Ayers says that although The Foundations School staff has overcome many obstacles, they still have many to endure. He feels that the teachers must concentrate on being the best teachers that they can be—proving over time that they have a commitment to the education of children. He said that they must not reinforce the notion held by some that they are the "know-it-alls." Right now, "celebrity outweighs accomplishment," according to Ayers. He said that the teachers must limit visitors to one designated day per week. Excellent teaching must always be the foremost activity on the agenda.

The teachers are moving in the right direction, and have passed several key watersheds. They still have many battles to win and problems to conquer, but the signs point to true and lasting change.

Ultimately, the teachers feel that their own commitment to refining the program is the most critical element in creating and sustaining a successful school. The road to establishing The Foundations School has not been easy. Sometimes the pavement has been pitted and rocky. Nevertheless, the teachers feel they are ready for the challenge to prepare learners to meet the demands of the 21st century.

Meet the Teacher in NCREST Case Study #1

NAME: Lynn Cherkasky-Davis

YEARS TEACHING: 23

BIRTHPLACE: Kaukauna, Wisconsin

DEGREES: Bachelor of Science, Northwestern University; Masters in Education, National Louis University

What motivates you?

I am motivated by and rewarded in my work not by money, accolades, high test scores, and mindful children; but by students who have become academically motivated and process oriented. What I teach children is not as important as knowing that they have learned how to learn. I find reward when students, their families, and my peers possess high-level critical and creative thinking skills, positive self-esteem, and mastery of problem-solving mechanisms. I find reward when my work is validated by colleagues who grow professionally and utilize strategies I endorse. I am honored when the 'learners' I have worked with practice behaviors of respect and high moral standards and character. Because I value and accept each child's unique qualities and varied family experiences, I create classroom opportunities in which I participate right along with the children in activities which build foundations for lifelong learning in a pluralistic society. In short, I do not teach subjects. I teach children!

What keeps you going in the hardest of times?

I want my students to read, write, and compute; they are the future leaders of our world. But more importantly, I want—no, expect—my students to 'make a difference' in the world. Here is where values, attitudes, and goals are formed; where the exceptional, charitable, valuable, and literate future generation will begin to make its contribution to society; where the foundations of peace, equality, and respect, will be formed. This is what keeps me going—even with budget cuts, personnel cuts, a society abundant in crime, illiteracy, and an unsympathetic legislature. Many of my students walk into kindergarten in September never having been inside a school or organized social setting, unable to hold a pencil, never having been read to, much less having owned a book. Before the end of the first quarter these children are vibrant, verbal, literate, prepared, anxious to experience, and hungry to succeed and produce. The children know we are in the never-ending process of learning when their peers, who only months prior were non-verbal, ill-prepared, and often hostile, are now publishing manuscripts, reading through immersion in whole language and progressive education, creating, investigating and solving real life mathematical and scientific situations, and entering and winning (repeatedly) the Illinois Young Authors Awards.

My children also know they are safe to fail and try again and to move at their own pace. Our motto is "It is the Voyage and not the Destination that is important in our kindergarten." We are a family who works together. Our class truly is a model community of readers, writers, and problem-solvers. So, you see, it is the children and the challenge (of teaching and leading) that motivates me. We must be a team if we are to prepare our children to take their rightful place as contributing citizens in society. I also believe in providing a program for parent volunteers in the classroom, family/school participation and working with each parent on an 'at-home' individual

education plan for his or her child. So it is also my families that keep me going in even the hardest of times. (You should see how they mobilized to save our school when the teachers thought we were doomed.) There is too much work to be done to stop now.

Teachers carry on their shoulders tomorrow's generation and if we all are going to succeed and prosper in a world of increasing tensions and pressures, tomorrow's generation will have to play a key role. Our world is at an important crossroads as we begin the last decade of the century: on the one hand, we're quite literally being torn apart by drugs and gang violence on our city streets; our economy continues to hang in a precarious balance; the environment is at risk; and world tensions paint a disturbing portrait for our youth. Yet at the same time I see tremendous potential for this country and the world. We hold within us the hope and promise of a world where our children will not just survive, but thrive, succeed, and make a difference in our multicultural planet. This global society is within our grasp and we must look to teachers to unlock the potential in our children and their children; to lead the next generation into the future.

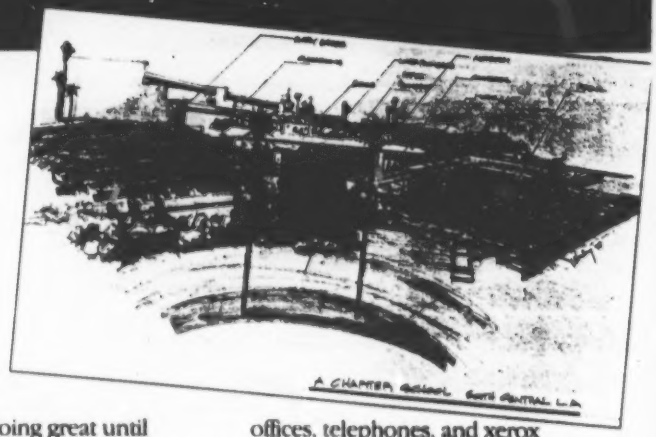
What can an individual teacher do to change her school?

At the top of my professional agenda I have made a commitment to "education" more than just to teaching. Exchanges of expertise must refresh and reshape curriculum so that all teachers will want to make a commitment to becoming exemplary by providing a mini-laboratory where we can feel safe and supported in challenging our own teaching. I advance the process at The Foundations School through: talking, action, more talking, evaluation, revision. I have made a commitment to continue supporting best teaching practices for some teachers and being a change-agent for others. I play a leading role in education reform by facilitating a teacher-designed and teacher-led school thereby helping to unleash teacher power. It is my intent to serve teachers, in addition to children, as a role model. I mentor teachers in several ways: modeling best practices in my classroom and theirs; supporting their leadership efforts; providing incentive, validation, challenge, encouragement and support; doing collaborative classroom and "book" research to find theories, styles, and practices that work best for individual students with equity and efficacy; and providing assistance in grant writing so that lack of funding will not keep solid, innovative ideas and staff development efforts from materializing. By assisting teachers in becoming exemplary; coordinating standards and assessment; providing a VOICE; creating interactive professional development; creating curriculum; enabling teacher leadership, and being a resource for teacher as learner through engagement in study and sharing, I can start to build tomorrow's schools—today!

If I had to do it all over again...

I would have learned my lessons earlier. And my goal of becoming a "teacher as change agent" through leadership, developing empowered teachers and teacher-led schools, curriculum development, classroom practices, initiative, achievement, innovative methods, positive impact on education, and clear vision, would have been constantly evaluated, analyzed, and revised earlier and more often in my career.

Charter Schools: Innovations in Educational Reform



by Todd Ullah

It was fall 1991. I was busy attempting to write a National Science Foundation (NSF) grant to restructure our regional K-12 science curriculum. I knew that there was a lot wrong with public education. Funding for learning was disappearing, and I believed it was being used improperly. It seemed that classrooms and kids were not the first priority especially in inner-city schools like the school where I was working in Southeast Central Los Angeles. Drop-out rates were at an all time high. Gangs, drugs, and violence made it hard for my students to sleep nights, let alone try to study and learn. The world seemed a dark place where passivity and malaise were rewarded with a high school diploma. In spite of it all, some students were in fact succeeding. Being the eternal optimist, I plunged forward in a quest for a restructured approach to science education. To me, all kids deserved better! I was going to try to create an alternative, effective science curriculum in Southeast Central Los Angeles.

By the winter of 1992, I had completed and submitted the NSF grant and was engaged in school-wide restructuring. I began writing a proposal for a restructuring grant to help our school break the mold of traditional public schooling. I was excited about the possibilities! We were going to create schools-within-a-school, academies for personalized learning, and equip our school with the latest bells and jingles. In fact, a colleague and I created our nationally-recognized "Reform School" music video to share in the visualization of our school dreams. Everything was going great until about April. Then boom! We lost the restructuring grant and the NSF grant as well. My balloon really popped! I thought all chances for educational reform had died right there.

Then I got a call from the Los Angeles Educational Partnership and was asked if I would like to attend a summer institute in Snowbird, Utah. I'd be with 60 teachers from across the country focusing on teacher-led change. I jumped at the chance. I was excited again! In June 1992, my colleague T.H. Culhane and I were informed we had been selected to participate in the institute. In August 1992, I was packing for Snowbird, thinking about the video we were going to show. During that one week in August 1992, I had an experience that was to change my life and reinforce my views on teacher-led educational reform. I met people and made connections that will last a lifetime.

At the institute, we formed affinity groups organized around change at the school, district, and statewide levels. More than anyone else I was inspired by Lynn Cherkasky-Davis' work with her Foundations School in Chicago. After an empowering experience at the institute, I left Snowbird wondering if I could start my own state of the art learning center for Southeast Central Los Angeles. A fellow IMPACT II prophet from California told me, "Build it and they will come." I asked him what would make my educational "field of dreams" possible. He whispered the words, "Charter Schools, my son." I was all ears and kept dreaming of a shiny new school with teachers offices, telephones, and xerox machines. I went home to Los Angeles with renewed enthusiasm and a new mission to create the first "IMPACT II" school in California.

Then on September 21, 1992, Senate Bill 1448, also known as the Charter Schools Act of 1992, was signed into law granting the existence of not more than 100 charter schools. SB 1448 would provide opportunities for teachers, parents, students, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following: improve student learning; increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving students; encourage the use of different and innovative teaching methods; create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and hold the schools established under SB 1448 accountable for meeting measurable students outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

In order to get a charter petition passed, you must complete six steps: (1) develop your school charter around the 13 required elements in the legislation; (2) circulate a charter school petition to get the signatures

of not less than 10% of the teachers employed within the school district or 50% of the teachers at any one school; (3) submit your petition to the local school board; (4) get the local school board approval; (5) provide notice to the State Board of Education; and (6) wait for the State Board of Education to assign a number to your petition.

The race was on! Meanwhile the state education budget was reduced. Teacher salaries were being cut, our union and the school district were bitterly divided over contract negotiations, and the state was threatening to break up our district.

A teacher strike seemed imminent. I was scared and angry. I thought to myself there must be a better way to achieve positive educational outcomes for our kids. After all, the state was spending over $4500 per student and there were no textbooks in my classroom. One of my colleagues' classes had 67 students enrolled!

On October 11, 1992, the seeds for the first charter for Southeast Central Los Angeles were planted. My colleague Steve Maloney and I began the charter movement. Later that week, colleagues Johanna Wightman and Kevin Thompson joined the brigade for change. By January 1993, the charter was in its first draft, 35 teachers had joined, and the Los Angeles Unified School District (LAUSD) superintendent and school board were apprised. We were now a team of architects, urban planners, lawyers, engineers, celebrities, and community-based organizations working together to create this collaborative partnership called a charter school. We were really moving forward.

We are now in the process of finalizing our proposal and related business plans in order to secure a site in Southeast Central Los Angeles. Once these tasks are accomplished, our charter plan will be submitted to the local school board for approval. Upon board approval, the state will assign our proposal a charter number, and we will begin to implement our experiment in education. Here is our vision...

Much More than a School: A Learning Community!

A New Educational Vision for South Central Los Angeles

The schools in our inter-city community in South Central Los Angeles struggle daily with the overwhelming problems and dangers that have become epidemic in America's cities: violence, crime, ignorance, and most tragically the loss of hope in our young people.

In response, we, a group of 35 teachers, parents, business people, architects, urban planners, artists, and other community activists, have joined together to create a new vision for educating our children and revitalizing our community.

We began with the conviction that our public schools must and can do a better job of educating and training our children to be tomorrow's productive citizens and leaders. To do this we believe that our public schools can no longer be isolated, but must be integrated into the everyday life of our community. This gave birth to our vision of a learning community we call the EDUCATION PARK.

The South Central L.A. Education Park

We are currently working with our community to help us envision and design all aspects of this community/educational revitalization project. We imagine turning a vast rubble strewn lot into a beautiful and safe, campus-style Education Park. Clustered around winding walkways you'll find a bustling charter high school, a child-care center, a community center, a commercial retail complex.—a place where parents and child of all ages can learn and grow together.

Such a complex will provide child care for staff and students, employment opportunities for the community (in building and maintaining the Park), and a rich community learning environment for everyone.

The whole project will be based on the most advanced curricular, pedagogical and community revitalization strategies available. In our high school, education will be student-centered and skill-based. During their first two years, students will focus on basic academic skill mastery and on learning good social and learning habits. In their junior and senior years, students will choose to specialize in the sciences or the performing arts. By declaring one of these majors, students will be able to take up advanced academic work at the high school and also have the unique experience of "real world" learning by joining university, museum and business partnerships, mentoring, and apprentice programs.

Graduating students will enter the work force and/or post-secondary institutions with high self-esteem and the ability to make immediate contributions to their community. A community can take pride in the fact that it will have made a direct contribution to the health and vitality of its children and their future.

For the first time, a school and related community facilities will be integrated together with the direct input and involvement of those it serves: students, parents, teachers, staff, and the broader community.

From the beginning we will be reaching out beyond our local community to develop a creative interaction with our city, our state, country and the rest of the world. We are already in touch with several organizations that are eager to work with us. For example IMPACT II and many of its network of more than 25,000 innovative classroom teachers are committed to sharing their collective wisdom and experience to help make Education Park a state of the art facility that can help set the stage for learning centers of the 21st century. We believe that Education Park can serve as a beacon of educational excellence nationwide highlighting what the residents of South Central Los Angeles have created for their community.

An Open Invitation

Join with the teachers who have contributed to this book.
Tell us how you are changing your school.
Tell us about your successes and "failures" for our next book!

Name Telephone

School School Address Zip Code

One Sentence Bio

How are you changing your school?

Please name the problem or opportunity that stimulated the change.

Who was involved in the process of change?

Was there resistance? What obstacles still remain?

What are your successes? What lessons do you want to share?

What has this experience meant for you, your school, and your community?

You can reach us by mail: IMPACT II, 285 West Broadway, New York, NY 10013;
fax: (212) 941-1787; e-mail: impactii@AOL.com.

Assessing Our Reform Efforts

by Leslie Tarbet

Jumping on the bandwagon and being gung-ho is typically an American trait when something new appears on the educational horizon. This is not a bad thing in itself because it engenders an optimistic attitude, a kind of go get 'em, upbeat aggressiveness that sparks hope and wonder. Maybe this new idea will do the trick. But a word of caution needs to be interjected here. All too often we don't give new ideas quality time to be put into practice AND WE DON'T BUILD IN ENOUGH ASSESSMENT OR ASSESS OFTEN ENOUGH to make corrections as we put these ideas into practice.

How can we know that the changes we have designed and implemented are accomplishing the goals we set? How do we know they are moving education and learning in the directions we intended? Have we thought through the consequences of the reforming and redesigning changes we put into action? Every change we decide to make creates a series of reactions to that change; some anticipated and planned for, but others come as a surprise and not always a positive one.

Too often we, as educators in the global sense and as individuals, do not spend enough time thinking through the consequences of our actions in the long time frame. As most people, we want to see quick (I'm speaking relatively here—two to three years) results. We want to feel good about good results. In short, we want miracles to happen overnight. Why? We have been programmed that way. People and the government want results from their investments. When results are not forthcoming and if they are negative, investors get nervous and look for another idea to do the trick. What the large majority of the nation is overlooking is the simple fact that just like bearing and raising children, teaching and educating these children is the same slow process that you can't set to a dollar figure. We can make rough estimates for raising or educating the typical child, but we don't know what it would take to raise and educate every individual child. Sadly, it is a reality that we are a nation of peoples who want to be the best and the brightest yet we are not making that dream come true for many, many children. Why? We are not taking the time to think through the consequences of our actions.

In our educational backyard then, we as teachers, must demand and get more quality time to work out the consequences of the reforms that we either have had handed to us or we have created ourselves.

We need to think assessment every time we think reform and design change. A clear-cut reminder list about the reform/change will keep us focused on assessing what we're doing. This is necessary to promote the kinds of consequences we want to occur when we start making changes. The following list should elicit responses that will help us formulate the types of assessment processes we need in order to make positive educational changes.

- Who is the target population? Short-term or longitudinal inclusion?
- What does this reform intend to change? Time frame?
- Who initiated the change?
- Who has buy-in?
- Who delivers/controls the money involved?
- Who is responsible for seeing the change implemented?
- Who is responsible for the change outcomes?
- Who monitors problems that arise? How often?
- Who has the power to make corrections? What is the chain of command?
- Who is responsible for assessing the change?

The person/s responsible for assessment must also have a reference list of questions to ask to ascertain whether or not the reform/change is progressing logically and positively towards its goal.

- Areas needing assessment?
- Assessment goals?
- Quantitative or qualitative assessments or both?
- Who will participate in assessing? Parents, students, teachers, administration, or an outside agency?
- Pre, post, embedded, or a combination?
- Frequency?
- Adapt existing tool, or create new one/s? Validity and reliability questions.
- Purposes and uses of assessment?
- How are results to be reported?
- Who will assess the assessment process?

Creating, implementing and assessing change takes a great deal of time: quality time that must be built into reform processes. Few teachers would say they have enough time to talk among themselves to get a sense of perspective about the reform process, or feel there is a consensus about what they are doing and why they are doing it.

By building in quality time to reflect and dialogue, and by answering the questions in the two lists above, a site faculty, a district, and even a country can become a united force committed to positive outcomes of reform for their students and for themselves.

I recommend the following articles:

Darling-Hammond, L. "Competing Models: Standardization vs. Diversity." *Phi Delta Kappan*, 74, (10), 1993, 752-61.

Ravitch, Diane. "Launching a Revolution in Standards and Assessments." *Phi Delta Kappan*, 74, (10), 1993, 767-72.

The theme of *Educational Leadership*, September 1993, is systematic change. The articles addressing this issue cover the broad area of reform with the implied corollary of the need to assess what we reform or restructure. The October 1993 issue of *Educational Leadership* also has three articles that further the concept of assessing our restructuring.

These articles are:

Donaldson, Gordon A. "Working Smarter Together." *Educational Leadership*, 51, (2), 1993, 12-16.

Ferrara, D.L., and Repa, J.T. "Measuring Shared Decision Making." *Educational Leadership*, 51, (2), 1993, 71-72.

Monson, M.P., and Monson, R.J. "Who Creates Curriculum?" *Educational Leadership*, 51, (2), 1993, 19-21.

Additional useful references include:

Brandt, Ronald S. (ed.). *Performance Assessment*. Alexandria, VA: ASCD. 1992.

Fusco, E., Quinn, M.C., and Hauck, M. *The Portfolio Assessment Handbook (Writing)*. Roslyn, NY: Berrent Publications, Inc. 1993.

Fusco, E., Quinn, M.C., and Hauck, M. *The Portfolio Assessment Handbook (Reading)*. Roslyn, NY: Berrent Publications, Inc. 1993.

Herman, J.L., Aschbacher, P.R., and Winters, L. *A Practical Guide to Alternative Assessment*. Alexandria, VA: ASCD. 1992.

Bibliography of School Change Resources

Here is a listing of useful resources for school change.

Barth, Roland S. *Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference*. San Francisco: Jossey-Bass, 1990.

Barth provides a vision of school as a "community of learners." He argues that schools should be places where risk-taking is encouraged, diversity is respected, humor is celebrated, and where all are encouraged to be leaders. Roland Barth is the founding director of the Principals' Center at Harvard University.

Brown, Rex. *Schools of Thought: How the Politics of Literacy Shape Thinking in the Classroom*. San Francisco: Jossey-Bass, 1991.

Brown examines several diverse school districts that are attempting to foster thoughtfulness. He reveals the tensions that exist in attempting this type of reform as well as the possibilities for overcoming these barriers.

Comer, James P., et. al. "School Power: A Model for Improving Black Student Achievement." *Urban League Review*, Sum-Win 1987-88: 187-200.

This article reviews school reform movements and strategies. Comer describes his own initiative, the School Development Program, and its focus on parent involvement. (See organizational listing: School Development Program.)

David, Jane. "Synthesis of Research on School-Based Management." *Educational Leadership*, May 1989: 45-53.

David works with the Bay Area Research Group in Palo Alto, California. Her article discusses school-based management and the implications for the budget, staffing, curriculum and development, and beyond.

Doyle, M. and D. Straus. *How to Make Meetings Work*. New York: Jove Books, 1976.

This book offers specific and useful advice on how to run effective meetings.

Evans, Robert. "The Faculty in Midcareer: Implications for School Improvement." *Educational Leadership*, May 1989: 10-15.

Evans argues that reforms often overlook teachers' career development and changing needs over time. An understanding of these developmental issues is essential to implementing revitalization and improvement efforts.

Fullan, Michael. "Visions that Blind." *Educational Leadership*, February 1992: 19-22.

Fullan's article describes potential barriers to successful change. Fullan argues that overattachment to particular innovations or overreliance on a charismatic leader can restrict consideration of alternatives and produce short-term gains or superficial solutions.

Fullan, M. and M. Miles, "Getting Reform Right: What Works and What Doesn't." *Phi Delta Kappan*, June 1992: 744-752.

This article summarizes a rich body of research in a few pages. The authors analyze seven reasons change fails and offer seven "propositions" for successful change.

Fullan, M. with S. Stregelbauer. *The New Meaning of Educational Change*. New York: Teachers College Press, 1991.

This book offers a comprehensive perspective on the issues related to school change.

Gardner, Howard. "Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligences." *Educational Researcher*, November 1989: 4-9.

The Theory of Multiple Intelligences (MI) identifies seven relatively independent forms of information processing. This article describes several MI-related projects: Arts PROPEL, the Key School, and Project Spectrum. (See organizational listing: Project Zero.)

Gardner, Howard. *The Unschooled Mind: How Children Think and How Schools Should*. New York: Basic Books, 1991.

Gardner argues that we need to apply what we know about cognitive development of children to our educational practices. He documents the way in which children's sometimes erroneous views of the world are not challenged in the classroom. In order to provide students with opportunities to analyze information, interpret it, and apply it, Gardner offers a reform strategy that utilizes apprenticeships and children's museums.

Glickman, Carl D. "Pushing School Reform to a New Edge: The Seven Ironies of School Empowerment," *Phi Delta Kappan*, September 1990: 68-75.

This article discusses the contradictions of empowerment in newly decentralized schools.

Henderson, Anne T., et al. *Beyond the Bake Sale: An Educators' Guide to Working with Parents*. National Committee for Citizens in Education, 900 2nd Street, N.E., Suite 8, Washington, D.C. 20002-3557, 1986.

Henderson identifies seven principles of an effective family-school partnership. She offers numerous suggestions for educators to help them work with parents to improve schooling.

Kozol, Jonathan. *Savage Inequalities*. New York: Crown, 1991.

Kozol documents the inequities of funding in American schools. He takes readers inside some of the worst and best schools in the country in search of the answers to how and why these inequalities exist.

Lieberman, A., L. Darling-Hammond and D. Zuckerman. *Early Lessons in Restructuring Schools*. Columbia University, New York, New York. Teachers College. National Center of Restructuring Education, Schools, and Teaching, 1991.

This paper focuses on lessons learned from the field. This publication is one of many excellent resources for teachers produced by NCREST. (See organizational listing: National Center for Restructuring Education, Schools, and Teaching (NCREST).)

Lieberman, A. and L. Miller, "Restructuring Schools: What Matters and What Works." *Phi Delta Kappan*, June 1990: 759-763.

The article discusses teacher and administrative leadership, the process vs. content dilemma, the challenge of balancing teacher and student needs, and the challenge of balancing action and reflection.

Lieberman, A., Ed. *Schools as Collaborative Cultures: Creating the Future Now*. New York: Falmer Press, 1990.

This collection of twelve essays examines the school's need to establish a collaborative environment as a precondition for its own development.

Marburger, Carl L. *One School at a Time. School-Based Management: A Process for Change*. National Committee for Citizens in Education, Washington, D.C., 900 2nd Street, N.E., Suite 8, Washington, D.C. 20002-3557, 1985.

This publication is an introduction and guide to school-based management. It provides the history, definition, and rationale for school-based management. It also provides specific information on how to get started. The author describes school-based management as a process for educational renewal, not a panacea.

Miles, Matthew, et al. "Mustering the Will and Skill for Change." *Educational Leadership*, May 1990: 57-61.

This article is based on a four-year study of urban high school renewal. Miles discusses the following topics: context, vision-building, resources, and problem-solving. He also explores will and skill issues and provides advice and guidance.

Oakes, Jeannie. *Keeping Track: How Schools Structure Inequality*. New Haven: Yale University Press, 1985.

Oakes has gathered data from numerous schools across the country which use tracking as a means of separating students. Through analysis of current and historical patterns, she concludes that heterogenous grouping in schools will result in the highest level of achievement for the greatest number of students.

Powell, A., D. Cohen and E. Farrar. *The Shopping-Mall High School*. Boston: Houghton-Mifflin, 1985.

This book uses the analogy of the shopping-mall to critique the existing high school structure. The authors argue that schools offer too much variety at the expense of a focused, rigorous education.

Rosenholtz, Susan J. *Teachers' Workplace: The Social Organization of Schools*. New York: Teachers College Press, 1991.

Rosenholtz summarizes the findings of a major study of the teachers' workplace. The analysis focuses on teachers' potential for growth and development as well as teachers' beliefs about the definition of good teaching.

Sarason, Seymour. *The Predictable Failure of Educational Reform: Can We Change Course Before Its Too Late?* San Francisco: Jossey-Bass, 1991.

Despite the title, Sarason is far from giving up on school reform. He argues that significant change requires that 1.) both insiders and outsiders are involved in change; 2.) power relationships must shift; and 3.) working and learning conditions for teachers and students must change.

Schlechty, Phillip. *Schools for the 21st Century: Leadership Imperatives for Educational Reform*. San Francisco: Jossey-Bass, 1990.

Schlechty outlines the changes in role functions for students, teachers, principals, superintendents and school boards in light of a business metaphor. He analyzes issues of centralized and decentralized control as well as the conditions that are necessary for schools to grow and change.

Sergiovanni, Thomas J. *Moral Leadership: Getting to the Heart of School Improvement*. San Francisco: Jossey-Bass, 1992.

Sergiovanni shows how the emphasis in schools on doing things right is often at the expense of doing the right things. He argues for the creation of a new leadership practice with a moral dimension centered around purpose, values, and beliefs.

Sizer, Theodore. *Horace's Compromise: The Dilemma of the American High School*. Boston: Houghton-Mifflin, 1984

This book tells the story of a veteran teacher who is forced to compromise his teaching standards because of a restrictive school environment. (See organizational listing: Coalition of Essential Schools.)

Sizer, Theodore. *Horace's School: Redesigning the American High School*. Boston: Houghton-Mifflin, 1992.

Written as a follow-up to Horace's Compromise, this book is the story of a team of teachers who meet regularly to redesign their school. Each chapter highlights a part of their plan using examples of "exhibitions of mastery" as a starting point for discussing change.

Wasley, Patricia. *Teachers Who Lead: The Rhetoric of Reform and the Realities of Practice*. New York: Teachers College Press, 1991.

Wasley explores what teacher leadership really means in practice. Through case studies of three very different teachers, Wasley demonstrates the differences between the ways teachers want to lead and the leadership positions that are currently available.

Wigginton, Elliot. *Sometimes a Shining Moment: The Foxfire Experience*. New York: Anchor Books, 1986.

This book documents twenty years of experience in a high school classroom. Wigginton describes how he became a teacher, the characteristics of a good teacher, and how one goes about developing an integrative, participatory curriculum. (See organizational listing: Foxfire Teacher Outreach.)

Wolf, Dennie Palmer, et al. "Good Measure: Assessment as a Tool for Educational Reform." *Educational Leadership*, May 1992: 8-13.

This article presents an interim vision of a performance assessment model for middle schools. This model is built on a culture of high expectations, internal accountability, and student portfolios.

This listing was created with help from two useful resources for school change: Educational Resource Information Center (ERIC), Office of Educational Research and Improvement, Department of Education, Washington, D.C. 20208-5720 and "An Annotated Bibliography of School Change: Updated and Indexed," available through the Coalition of Essential Schools. (See organizational listing: Coalition of Essential Schools.)

Organizations and Networks in Support of School Change

HOW TO USE THIS LISTING:

All the organizations listed below work to support school change through various means. Each of them provide material that can be useful to you as you build your knowledge and skills in school change. Some organizations are primarily research-based. Others provide professional development and resources to schools and school districts.

Research organizations provide validation for the implementation of particular change strategies; data on what works, what doesn't and why; and new perspectives on how to work on school reform.

Several research-based organizations listed below also engage schools or school districts in short-term or ongoing projects. For the most part, these organizations target sites for involvement in their projects. These sites benefit from technical assistance and professional development provided through the organization.

Other organizations are membership-based. These organizations are structured to provide either individuals, schools, or school districts with the opportunity to join a network of like-minded people. These organizations usually provide support and professional development to members as well as people interested in membership.

ALPHABETICAL LISTING OF ORGANIZATIONS

Accelerated Schools Project
School of Education
CERAS Building
Stanford University
Stanford, CA 94305
PHONE: (415) 725-1676
FAX: (415) 723-7578

This national reform project, headed by Dr. Henry Levin, is based on the proposition that disadvantaged elementary school children need accelerated programs rather than remedial programs. The Accelerated Schools Project is in over 40 schools nationwide. How to get involved: Individuals can call or write for brochures and articles. Schools and school districts selected to join this effort receive technical support from project staff. For more information, contact the central office.

Center for Research in Effective Schooling for Disadvantaged Students (CDS)
The Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
PHONE: (410) 516-0370
FAX: (410) 516-6370

The overall mission of the CDS is to improve education of disadvantaged students at each level of schooling. The CDS has four major focus areas: The Early and Elementary Education Program, The Middle Grades and High School Program, The Language Minority Program, and The School, Family, and Community Connections Program. Projects within these program areas include: Success for All, Preventing Early Reading Failure and Cooperative Learning in Bilingual Education. How you can benefit: The CDS provides teachers with basic research, studies of specific problems in schools, development of useful products for schools, and the provision of technical assistance to schools in the use of those products. The center publishes the semi-annual CDS Report which is available at no cost if you write to the publications department to be placed on the mailing list.

Center for Research on the Context of Teaching (CRC)
School Of Education
CERAS Building
Stanford University
Stanford, CA 94305-3084
PHONE: (415) 723-4972
FAX: (415) 723-7578

The overall mission of the CRC is to describe and understand how school contexts affect teachers and students. The CRC Director is Milbrey McLaughlin and the Associate Director is Joan Talbert. How you can benefit: The work of the CRC provides strong validation for teachers' professional growth and change. The CRC has published over 50 papers, reports, and books. Contact the CRC for a complete list.

Center on Organization and Restructuring of Schools
University of Wisconsin-Madison
1025 West Johnson Street
Madison, WI 53706
PHONE: (608) 263-7575
FAX: (608) 265-2140

The Center studies how organizational features of schools can be changed to increase the intellectual and social competence of students. How you can benefit: The Center's dissemination program includes free yearly distribution of *Issues in Restructuring Schools*, three briefs targeted to special audiences, and a bibliography of school restructuring.

Coalition of Essential Schools
Brown University
Box 1969
Providence, RI 02912
PHONE: (401) 863-3384
FAX: (401) 863-2045

The Coalition is a diverse network of schools that are linked by a set of common ideas. The Coalition does not give a prescription for reform; rather it provides a framework within which each school can evolve its own plan. Theodore Sizer is the Coalition chairman. Currently there are 135 full member schools in the Coalition and a total of 315 schools in various stages of membership. How to get involved: As an individual you can visit a Coalition school, receive the HORACE newsletter, obtain a publications list, or discuss membership for your school. School sites can apply for membership. Contact the information center at the Coalition office for more information.

Developmental Studies Center (DSC)
2000 Embarcadero, Suite 305
Oakland, CA 94606
Phone: (510) 533-0213
Fax: (510) 464-3670

The Developmental Studies Center seeks to foster children's ethical, social, moral and intellectual development through research, and through the creation and dissemination of curriculum and of programs that address the content, process, and organization of schooling. DSC strives to help schools become caring communities and to make the academic curriculum more meaningful and challenging. Major projects of DSC include: the Child Development Project, the Cooperative Mathematics Project, the Literature Project and a Professional Development Center. DSC is collaborating with the following school districts: Dade County, FL; Cupertino, CA; Hayward, CA; Jefferson County, KY; Salinas, CA; San Francisco, CA; San Ramon, CA; and White Plains, NY. How to get involved: Individuals can contact DSC for reading material about its programs and research, information about staff development programs, and a publications list.

Educational Products Information Exchange Institute (EPIE)
103-3 West Montauk Highway
Hampton Bays, NY 11946
PHONE: (516) 728-9100
FAX: (516) 728-9228

EPIE is a not-for-profit agency committed to providing unbiased information to educators about educational products. How you can benefit: EPIE offers the following products and services: curriculum analysis, the *Newsletter about Educational Material and Technology*, and a database of information of over 10,000 educational software programs. Contact EPIE for information about software, publications, or visits with staff.

The Efficacy Institute, Inc.
128 Spring Street
Lexington, MA 02173
PHONE: (617) 862-4390
FAX: (617) 862-2580

The Efficacy Institute, headed by Jeffrey Howard, promotes the educational development of children of color. The program stresses that better performance comes once students are taught to make the commitment to their own intellectual development, understand the obstacles to development, internal and external, and learn how to manage them. How you can benefit: School districts can contract with the Institute for professional development services. Individuals can participate in public seminars. Contact the office for more information.

Foxfire Teacher Outreach
A Program of Foxfire Fund, Inc.
P.O. Box 541
Mountain City, GA 30562-0541
PHONE: (706) 746-5318
FAX: (706) 746-3185

Foxfire Teacher Outreach encourages and provides specialized training to teachers in using the Foxfire approach in their classrooms. This approach can be described as student-centered, community-based and academically rigorous. Currently there are over 15 teachers' outreach networks across the country. Each network initiates a series of professional development programs for teachers that explore the Foxfire approach. How to get involved: Contact the central office for a publications list and to locate the nearest teachers' network for information about programs, courses, and site visits.

IMPACT II–The Teachers Network
285 West Broadway
New York, NY 10013-2272
PHONE: (212) 966-5582
FAX: (212) 941-1787

IMPACT II is a nationwide networking organization that recognizes and rewards innovative teachers who exemplify professionalism, independence, and creativity within public school systems. IMPACT II sites across the nation provide teachers with grant money for creating and disseminating creative projects. In addition to providing grants, IMPACT II sites conduct workshops, arrange interschool visits for teachers, produce publications for teachers, and disseminate program information and materials. IMPACT II has awarded over 25,000 grants in 26 sites nationwide and has reached over half a million teachers through its networking activities. How to get involved: Contact the office for information about the IMPACT II site in your region, publications and video programs, and its electronic network.

Institute for Democracy in Education (IDE)
McCraken Hall
College of Education, Ohio University
Athens, OH 45701-2979
PHONE: (614) 593-4531
FAX: (614) 593-0177

The IDE is a partnership between teachers, administrators, parents, and students who believe that restructuring for democratic school change and democratic education must come from those at the heart of education. How to get involved: IDE offers several membership options. Opportunities include: a democracy and education conference, a resource center, regional events, summer camp, and a quarterly journal, *Democracy and Education*. Contact the main office for publication information and for contacts at the nearest regional office.

National Center for Research in Vocational Education
2150 Shattack Avenue, Suite 1250
Berkeley, CA 94704
PHONE: (510) 642-4004
FAX: (510) 642-2124

This Center is primarily a research-based organization at the University of California, Berkeley. The Center conducts research that suggests students are more motivated if ideas or concepts are taught in a way that relates to real-world problems. The Center promotes classrooms that are cooperative environments for students and teachers. Schools in New York City, Philadelphia, California, Ohio and 16 Southern states are using this approach. How to get involved: Individuals can call to receive information from the Center's material distribution service. The Center also provides

professional development opportunities to select school sites across the country. If your school site is interested in having a speaker or a workshop session, call the Center.

National Center for Restructuring Education, Schools, and Teaching (NCREST)
Box 110
Teachers College, Columbia University
New York, NY 10027
PHONE: (212) 678-3432, 4192
FAX: (212) 678-4170

The mission of NCREST is to advance the understanding needed to create schools that are learner-centered, knowledge-based, responsive and responsible. To carry out its mission, NCREST documents school restructuring efforts, translates lessons learned into policy and professional development initiatives, organizes conferences and meetings that connect school reformers, and manages an electronic network linking practitioners and researchers. NCREST is headed by Linda Darling-Hammond and Ann Lieberman (see bibliography). NCREST has established a network of more than 50 affiliate organizations. How to get involved: Membership enables any institution or individual to get involved in activities, receive NCREST publications and connect to other reformers. Contact the office for membership information.

National Coalition of Education Activists (NCEA)
P.O. Box 405
Rosendale, NY 12472
PHONE: (914) 658-8115

The NCEA is a national network of diverse stakeholders working for fundamental education reform in local school districts. As a network, NCEA provides information and facilitates communication among activists. NCEA is governed by a 13-member steering committee from 11 states made up of teachers, parent activists, community organizers, and professors of education. How to get involved: As an individual you can contact NCEA for more information on projects, membership, or visits with steering committee members or schools.

National Network for Educational Renewal (NNER)
313 Miller Hall DQ-12
University of Washington
Seattle, WA 98195
PHONE: (206) 543-6230
FAX: (206) 543-8439

NNER was created by John Goodlad and his colleagues to promote the simultaneous renewal of schools and the education of educators. The NNER consists of partnerships of school districts and universities throughout the country. How to get involved: Contact the center office for information about publications and contacts at the 15 sites across the country.

National Staff Development Council
P.O. Box 240
Oxford, OH 45056
PHONE: 1-800-727-7288 or 513-523-6029
FAX: 513-523-0638

Founded in 1969, the National Staff Development Council is the largest non-profit membership association dedicated to improving schools through individual and organization development. How to get involved: As an individual you can benefit from the Council's numerous publications and yearly conference. School districts can receive assistance regarding professional growth, school improvement and organization change. Contact the office for additional information.

National Urban Alliance for Effective Education (NAU)
Paramount Communications Building
15 Columbus Circle, 26th Floor
New York, NY 10023
PHONE: (212) 373-7980
FAX: (212) 373-7950

NAU provides services and programs to support school staffs at both the district and school level. At the heart of NAU activities is the belief that students need to know how to make decisions soundly, solve problems, and be both critical and creative. NAU programs focus on leadership, organizational structures, delivery systems for cognitive development, change, planning for strategic teaching, and collaboration. How to get involved: NAU offers schools and school districts professional development through workshops, retreats, team building, and assistance in the design and implementation of programs. NAU works directly with 27 school systems across the country. Contact NAU for publication information as well as visits to school sites.

New American Schools Development Corporation (NASDC)
1000 Wilson Blvd.
Suite 2710
Arlington, VA 22209
PHONE: (703) 908-0625

NASDC is a limited-lifetime, non-profit corporation funded by American businesses. This initiative is supporting the design and development of "break the mold" schools and school systems across the country. How you can benefit: Call the office for the 11 project descriptions and contacts.

Ohio State University Reading Recovery Program
200 Ramseyer Hall
29 West Woodruff
Columbus, OH 43210
PHONE: (614) 292-7807
FAX: (614) 292-4260

Reading Recovery uses a system found in New Zealand to change the way reading is taught. This early intervention program targets first-grade students at the bottom 20 percent of their class, and provides one-on-one instruction 30 minutes a day. Training centers have been established at over 13 universities nationwide. How you can benefit: Contact the office for more information on the program and a listing of the sites.

Project Zero
Harvard Graduate School of Education
13 Appian Way
Cambridge, MA 02138
PHONE: (617) 495-4342
FAX: (617) 495-9709

Project Zero focuses on human learning. Project Zero's Development Group works under the direction of Howard Gardner (see bibliography). The group conducts research on the enhancement of deep forms of understanding in the disciplines, the development of powerful means for demonstrating these understandings, and the institution of curricular and assessment methods to help teachers and students achieve these goals. Project Zero's Cognitive Skills Group, under the direction of David Perkins, focuses on informal reasoning, critical thinking, creativity and the use of computers in schools. Current work of Project Zero is related to the theory of multiple intelligences: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal intelligences. How to get involved: Contact Project Zero for a complete list of projects, professional development and publications.

Public Education Fund Network (PEFNet)
601 13th Street NW
Suite 370 South
Washington, DC 20005-3808
PHONE: (202) 628-7460
FAX: (202) 628-1893

PEFNet is a national association of 58 local education funds in 26 states dedicated to improving public education, particularly for disadvantaged children. The network's local education funds have helped communities recommit support to their schools, raise expectations for high quality public education, and change the schools to better meet their needs. Local education fund activities include grants to teachers, school-business partnerships, district-wide strategic planning, school board development, comprehentive services, and curriculum and teacher development. How to benefit: Contact the PFNet office for information on the local education fund nearest you.

School Development Program (SDP)
Yale Child Study Center
P.O. Box 3333
New Haven, CT 06510
PHONE: (203) 785-2548
FAX: (203) 785-3359

Headed by James F. Comer, the SDP has the broad goal of improving the academic achievement of young inner-city children as well as their social and psychological growth (see bibliography). The program works to connect home, school, and social services to meet the needs of children. The SDP attempts to provide experiences often not provided by parents or the community that prepare young children for both the academic and social demands of public schooling. The SDP works with elementary schools in New Haven, CT and with 16 school districts across the country. How to get involved: SDP does not work with individual schools, but with entire districts. Visits to the schools are limited. You can, however, contact the office for more information and a publications list.

ACKNOWLEDGEMENT:
Thanks to the NCREST Affiliates Directory for providing baseline information on many of the organizations listed above. This resource has detailed information on over 50 organizations working to build learner-centered schools, and may be purchased by contacting NCREST.

What is IMPACT II?

IMPACT II is a unique, nationwide, educational, non-profit organization that supports innovative teachers who exemplify professionalism, independence, and creativity within public school systems.

The IMPACT II model has been adopted by a confederation of local sites. Each site provides teachers with grant money for dissemination of their creative projects, "networks" these projects to interested teachers, and then awards grants to teachers who want to "take an idea and go creative."

The IMPACT II Model

HOW IT WORKS

IMPACT II awards grants directly to teachers:

- Disseminator grants are for packaging and disseminating already existing projects developed by teachers.
- Team grants enable teachers to work together across subject areas, grade levels, and schools.
- Adaptor grants are for teachers who wish to adapt projects developed by other teachers.

IMPACT II offers professional networking activities to disseminate projects to potential adaptors:

- Annual catalogs profile each disseminator project and include contact information so teachers may contact one another directly.
- Workshops and conferences feature hands-on presentations of projects.
- Interschool visits bring teachers together during the school day to experience programs in action.

IMPACT II also honors its teachers at recognition ceremonies.

WHY IT WORKS

IMPACT II has been tested, evaluated, and successfully adopted by school systems across the country.

IMPACT II began in 1979 as a pilot program in the New York City public schools and in 1982 in the Houston public schools. Based on an outside assessment conducted by Columbia University, IMPACT II teachers, compared with others, are more likely to use innovative ideas, and new methods of presentation, grouping, and classroom management. Additionally, participants report increased self-esteem and greater professional commitment.

WHERE IT IS WORKING

IMPACT II has been adopted by large school districts, entire states, consortiums of suburban and rural school districts, and educational foundations.

Over 25,000 teachers participate in IMPACT II networks across the country.

New Site Development

IMPACT II provides consultation and technical assistance for school systems interested in adopting the model. Because it is a networking program, potential sites must have a minimum of 2000 teachers who are eligible to participate. Smaller school systems form consortiums to adopt IMPACT II regionally or statewide.

IMPACT II has been recognized by the U.S. Department of Education's National Diffusion Network as a Developer Demonstrator Project. A four-year grant to support new site development was renewed in 1991.

Site Renewal and Restructuring

IMPACT II helps strengthen and expand its existing sites through grants to local sites and by maintaining an ongoing communications network among its sites. A national teachers conference is held every two years.

The Teachers Voice Initiative

Since 1990, IMPACT II has taken on the challenge of providing the teachers voice in our national dialogue on school restructuring. IMPACT II sponsors institutes on the future of education for its outstanding teachers and has published a document called ***The Teachers' Vision of the Future of Education: A Challenge to the Nation.***

Handbooks *by teachers, for teachers*

IMPACT II publishes a series of unique handbooks that are written *by teachers, for teachers.* Titles in this series include the ***Experienced Teachers Handbook,*** the ***New Teachers Handbook*** (third printing), the ***Teacher/Parent Partnerships Handbook*** and the ***Teachers Catalog of Creative Program Ideas.***

IMPACT II On Line

As of January, 1994, there is an IMPACT II electronic bulletin board available on America Online (AOL), offering teachers, administrators, parents and others a new way to join IMPACT II. Our on-line area offers information about model teacher projects, networking opportunities, and interactive discussions and forums.

Videotape Series

IMPACT II produces and distributes videotapes that include such titles as ***Inventing the Future of Teaching, The Teachers Vision,*** and ***The Teachers Network.***

National Interactive Television

Beginning in the spring of 1994, IMPACT II is co-producing a one hour live coast-to-coast television special featuring teachers who are taking leadership roles in curriculum and school reform. This special, ***The Teachers Network,*** is the first in an ongoing series to be produced with The Fairfax Network, a satellite-based distance learning system of the Fairfax County Public Schools.

For More IMPACT II Information

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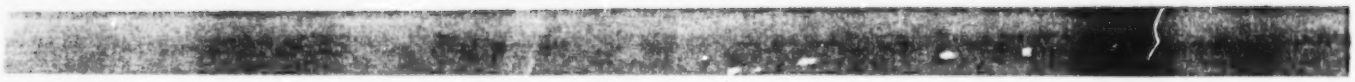

Written by teachers, for teachers.

An IMPACT II Publication

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